

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

This study attempted to answer statement of problem about using pictorial game whether effective to facilitate students' learning English concrete nouns in the fourth graders of SDN Belitung Selatan 4. Besides, this part the writer describes about the result of the research on the field based on the use of teaching English concrete noun using Pictionary game and to know result from pre test and post test.

Before did pre test and post test at SDN Belitung Selatan 4, the researcher did pre test and post test in other school as control group. Pre test and post test have the same questions and without did teach to students. The number of students control group was 25 students.

To know result pre test about of control group about students' ability in concrete noun, can be seen on the table 4.3. Table 4.3 explains about result of pre test control group without teaching English concrete nouns using Pictionary game. Based on table 4.3 can be known about students' ability mean score is 60.8.

Table 4.1 The Results of Students Score about Pre test control group

No	Initial	Students Score	F	%
1	S	40	1	4.1
2	AF, SZ, MU	44	3	12.5
3	NM, AMP, MM, MA,	48	4	16.6
4	HB, FD, Y	52	3	12.5

5	AP, G	56	2	8.3
6	DN, AJ, B, HI,	60	4	16.6
7	SM, JK	68	2	8.3
8	P, IA, FS	72	2	12.5
9	N, AS, AA	76	3	12.5
Total			24	100

Based on pre test control group the researcher found the score of students was not found more than 76 score and mean score is 60.8 (high category). Based on the table above, the students have score more than mean score is 7 students. So, total the students that have scores more than mean score is 29.1%.

The result of post test control group about students' ability in concrete noun, can be seen table 4.4. Based on the table can know students' ability without using Pictionary game is 66.3.

Table 4.2 The Result of Students Score about Post Test Control Group

No	Initial	Students Score	F	%
1	MM	48	1	4.1
2	G	52	1	4.1
3	NM, AMP, MA, FS,	56	4	16.6
4	Y, N, AS, AA, S	60	5	20.8
5	SZ, MU, JK, AJ	64	4	16.6
6	DN, AF, B, HI, HB,	68	5	20.8
7	SM, AP	72	2	8.3
8	IA, FD	76	2	8.3
9	P	80	1	4.1
Total			24	100

Based on post test control group the researcher found the highest score of students was 80 score and mean score is 66.3 (high category). Based on the table above, the students have score more than mean score is 10 students. So, total the students that have scores more than mean score is 41.6%.

Based on the result test of pre test and post test show that result of pre test and post test have same category that is high category. This show that without teaching English using Pictionary game in other school is not yet effective.

Pre test of experiment at SDN Belitung Selatan 4 was conducted on the lesson previously to 24 students. Then, post test implemented after teaching five times for 24 students. The material of pre test and post test was given the same test in order to be easy to check students' mastery in vocabulary.

After the obtained data are presented in data presentation, the data need to be analyzed. For further description, it is known from the analysis below, based on the test that taken by all 24 students in English subject of SDN Belitung Selatan 4. The writer finds results as follows:

To know result pre-test about students' ability in concrete noun, can be seen on the table 4.3. Table 4.3 Explains about result of Pre-test teaching English concrete nouns using Pictionary game (an experimental study with the fourth graders of SDN Belitung Selatan 4 in the Academic Year of 2015/2016). Based on table 4.3 can be known about students' ability before using pictionary game mean score is 54.8. It is the result of the first test before doing learning process in the classroom.

Table 4.3 The Results of Students score about Pre Test Experimental Group

No	Initial	Students Score	F	%
1	MRA	36	1	4.1
2	P	40	1	4.1
3	AS, MNP, VN	44	3	12.5
4	AAS, AMP, MM, M, RA, Y	48	6	25
5	AR, AI	52	2	8.3
6	AP	56	1	4.1
7	DNR, JA, KPB, R, RMM	60	5	20.8
8	AIW, NA	68	2	8.3
9	MF	72	1	4.1
10	N, RAS	76	2	8.3
Total			24	100

Based on the first test the researcher found the score of students was not found more than 76 score and mean score is 54.8 (Average category). Based on the table above, the students have score more than mean score is 11 students. So, total the students that have score more than mean score is 46%. In this case, the ability of students in English lesson particularly in understanding about noun in the sentence furthermore in vocabulary

To know result of post test, then make teaching and learning process using Pictionary game until five times. This is doing so that the students have a lot of knowledge about concrete noun. After doing learning process using Pictionary game five times, the students were given same test like pre-test and can know result as follow:

The result of post test about students' ability in concrete noun, can be seen on table above. Based on table above can know students' ability after using Pictionary game is 81.

Table 4.4 The Result of Students score about Post Test Experimental Group

No	Initial	Students Score	F	%
1	RA	64	1	4.1
2	AAS	68	1	4.1
3	MNP, MRA, P, VN	72	4	16.6
4	AP, AI	76	2	8.3
5	AR, MM, RAS, Y	80	4	20.8
6	AS, RMM	84	3	12.5
7	AIW, AMP, JA, MF, M,NA	88	6	25
8	DNR, KPB, N	92	3	8.3
Total			24	100

Based on the second test the researcher found the highest score of students was 92 score and mean score is 81 (High category). Based on the table above, the students have score more than higher score of pre test is 16 students. So, total students that have score more than higher score of pre test is 67%.

Based on the result test of pre test and post test show that result of post test higher than result of pre test. This show that the use Pictionary Game in the Fourth Graders of SDN Belitung Selatan 4 is effective.

B. Discussion

The writer would like to discuss the result of study about teaching English concrete noun using Pictionary game (an experimental study with the fourth graders of SDN Belitung Selatan 4 in the academic year of 2015/2016). In this study there is statement of problem, that is: is using Pictionary game effective to improve students' learning English concrete nouns in the fourth graders of SDN Belitung Selatan 4.

Based on the writer's observation about the condition facilities at SDN Belitung Selatan 4, there are some facilities support in learning English like LCD and Pocket Card. It can help to make the students interest to learn English. But the facility is very rarely used due to lack of English language learning using media. In this school also not have language laboratory so that each learning by playing games in class will disturb other class. In learning for elementary school its students better use media.

Before doing teaching and learning process using Pictionary game, the students have pre test and mean score is 54.8. It is the first score before doing some lesson about Pictionary game. After getting the results of the pretest, then continued with several times the experiment.

The first experiment was held on 17 September 2015 to the fourth grader at SDN Belitung Selatan 4. The method used in teaching was role playing. This is to adjust the material being taught that is introduction about concrete noun in a game and the students more active in learning. Teaching and learning process with the fourth graders at SDN Belitung Selatan 4 spent time around 60 minute.

During 60 minutes, the researcher divided time in three parts that is the first part during 10 minute explains about introduction of lesson and give explain about Pictionary game. The second part of time was implement learning in a game that is Pictionary game during 45 minute. Procedures of Pictionary game was the students formed in three groups with total students each group is eight. Each group chose one representative to be in front of the class as the drawing of the word given by the researchers while others guessing the picture. Each correct answer scores 10 and incorrect answers are not getting value. So, total of questions provided the researcher is 30 questions and each group getting 10 questions for guessing.

All of questions who guessed by the students are names of animal, this aims to students more easy to draw it. The winner of this game is group 2 and the lost is group 1. As the lost group, group 1 get punishment that is searching ten names of animals that live in the water. This punishment advantage to increase students' knowledge of vocabulary parts in water. The third part of the time for 5 minutes is learning evaluation oral to repeat again about vocabulary that they can.

The researcher needed boardmarker, card of animal names, paperboard to drawing and blackboard. Because learning while playing, the interaction of students in learning was very active. This happened because each young learners liked to learn while playing.

The second experiment was held on 1 October 2015. Method used in teaching same with the first experiment is role playing. The time spent was 10 minutes to warm up and 45 minutes to do Pictionary game and 5 minutes to do evaluation oral.

When doing Pictionary game, the researcher asked the students to make group. Each group has 4 members and total group is 6. Way to playing Pictionary game same with the first experiment that is each group sent representation alternately to drawing picture and the others guessing the picture. Total questions is 30 questions and each group get 5 questions. All of questions who guessed by the students are names of job. Aim to know jobs that are around us. This is including questions have complicated category for young learner so that just some can guess of the learners the picture.

Interaction of the students in this study was still very active. This can be seen from the students' questions about nouns did not know its meaning. After finished doing Pictionary game, the researcher evaluated orally to discuss about the lesson. One example was the researcher gave description about driver. So, which should be described to a driver is car shape or handlebar rounded. This evaluation is done to make it easier to remember by the students.

The third experiment was held on 8 October 2015. Method used in teaching is silent way. This is used because researcher wanted to make students more active and creative and researchers will only provide a little guidance. At the third experiment, the researcher tried to know result of two times lesson from the first experiment and the second experiment. For this time, the students asked to make a picture at paper with the material has been learned like animal or job. For the answer is written on the back of his picture. After the students finished make a picture and the answer, the researcher took the picture and divided to other students for guessing the picture.

After all of the students guessing picture, then the result is known by checking together and explained one by one. After checking answer, the researcher did evaluation by asking the students to write something about anything had in mind and their meanings.

The fourth experiment was held on 15 October 2015. The method used in teaching was role playing. The time used for this experiment was 60 minutes. The first five minutes the researchers explained way to play same with the first and second experiment in pictictionary game. But number of students each group just three people. The materials used in these experiments are the name of objects around the school. While the number of questions provided in the fourth experiment is 24 questions so that each student will get a chance to drawing and answered by friends group. In 50 minutes later, the students were doing pictictionary game. For this part, the every student got a chance one times to drawing and was answered by friends group.

Whereas during the last 5 minutes, the researcher just had a little evaluation by only asking any word that obtained at the time. For this fourth experiment, the students were more active and creative. Because the number of groups that slightly so that each student got a chance to describe the objects that are in the name of the school environment to be answered by friends group.

The fifth experiment was held on 22 October 2015. In this experiment the researcher only evaluated or repeated the lessons about concrete noun at experiment s before it. To remind the previous lesson, the researcher has prepared some pictures to be asked back to students.

Picture has prepared for this experiment was picture that have students to know at the experiment before it. The researcher showed pictures to the students and was answered by one of the students. Every student had the chance to answer the picture provided by the researcher. There were some students who still cannot answer which were given, so that researchers should ask other students to find the correct answer.

After evaluation and a repetition of the previous lesson, the researcher gave motivation and direction to students to more study hard and find news some word every day. The researcher also conveyed to the students so that repeat the previous lesson and prepared for the test next week to know the results of the lesson about concrete noun.

From some learning process in the classroom using Pictionary game, there is advantage to improve learning for young learner. The advantage like the students more interest in learning process because using media. The advantages are: (1) pictionary Game can be used as excellent teaching tool for developing communication and creative thinking skills, (2) it is suited to reinforce ideas in other subject matters for those students who are visual learners, (3) it can develop and reinforce any number of facts, figures, or concepts, (4) pictionary rules will focus the development of creativity and corollary thinking. Players not only must be creative but also must choose sketches that will effectively communicate the association to the rest of their team, and (5) it is well suited for developing specific grammar and vocabulary skills.

Every teaching and learning process using pictictionary game also have disadvantage. For example from disadvantage it will make the students noisy and upset beside room. The advantage appropriate statement, such as: it might make the students become too noisy in the classroom and teaching learning activity might not given any conducive atmosphere at all. By using the media game, feared the students would be more than happier to play so that students can take the lessons to be conveyed by the teacher.

After doing five times teaching and learning process using Pictionary game, the students received test like the first test and the result of mean score is 81. Based on the result test of pre test and post test show that result of post test is higher than result of pre test. This can show that the use pictictionary game in the fourth graders of SDN Belitung Selatan 4 is effective.