

CHAPTER IV

FINDING AND DISCUSSION

A. General Description of Research Location

1. Brief History of MTsRaudhatusyubban

MTsRaudhatusyubban is a Private Islamic Junior High School that is located at Jl. Veteran Km 6 RT 4 No. 223 Sungai Tabuk, Banjar Regency. This school was established on June 21st 1985. Drs. M. Idris Haji Masykur was the first principal in MTs Raudhatusyubban, he became principal from 1985 – 2009. The next principal of this school is Abdul Hakim, S.H.I from 2010 – now.

The description of the place of MTsRaudhatusyubban can be seen as follows:

The north of building borders with MIN Sungai Lulut.

The south of building borders with inhabitants land.

The west of building borders with Sungai Bakung Street.

The east of building borders with inhabitants land.

In the past, in Sungai Lulut village and other villages around Sungai Lulut, there was not a Junior High School. Whereas in Sungai Lulut and other villages, there are many students that were graduated from Islamic Elementary School and Elementary School want to continue their study. Many people especially students' parents in Sungai Lulut also suggest to build a Junior High school.

Fortunately, in MI Raudatusyubbban, they got a help in rehabilitation of three classes. On this momentum, there was a suggestion; to use those three classes to become Junior High School.

Based on the problem above, a student of IAIN Antasari Banjarmasin; M. Idris Haji Masykur invited his friends for talking about, what if that three classes is built to be a Islamic Junior High School. Finally, it is MTs Raudatusyubbban.

2. The Condition of The Students

The number of students MTsRaudhatusyubban in academic years 2014/2015 amounted to 493 students. It is divided to be 12 classes. Four classes for 7th grade students of MTsRaudhatusyubban, four classes for 8th grade students of MTsRaudhatusyubban, and four classes for 9th grade students of MTsRaudhatusyubban.

B. Findings

This section examined the findings of the classroom observation and the result of interview. Before further explaining about data presentation, the writer wants to describe the process of collecting data.

1. This research is begun on October 06, 2014 to December 06, 2014.
2. On October 06, 2014 to November 29, 2014 was implemented for observation and interview of the English teacher, interview to headmaster and administration staff.
3. On December 01, 2014 to December 06, 2014 was implemented for documentary.

The result of this research by using technique of data collecting, the writer answered the statements of the problem that conducted at second gradestudents of MTs Raudhatusysyubban, Banjar regency.

It had been explained in the previous chapter, there is an English teacher who would be observed and the second grade students while consist of 1 class that the teacher taught there. The writer used three instruments to collect the data, they are interview, observation and documentary as main collecting data method for gathering all information needed.

1. Findings of Interview

In the process, interview is the first step to collect the data and information from the English teacher. After the researcher interviewed her, the next step is observed the teacher's performance in order to collect the other important information which had been listed in observation sheet. Meanwhile, the students of grade VII A, headmaster, and the administration staff are the volunteers in collecting the data information.

As noted by the writer above, interview is the first cycle which taken by the writer to collect the data. In the instrument of interview sheet, there are two basic questions that the writer presented. In this section, the writer explained all of them descriptively and comprehensively.

In the first question, the writer had discussed about the kinds of vocabulary games and is the teacher adjusting it with students' need and ability or not. Based on the interview, the teacher uses vocabulary games in teaching

learning process and choosing vocabulary games considering the students' need and students' ability.

The second question asked about how did the teacher used vocabulary games in the classroom. Based on interview, teacher used vocabulary games in a attractive and active ways.

2. Findings of Observation

As the result of the observation which held for two months observation. The writer found that English teacher used many kinds of games in teaching and learning process. Teacher is very attractive and creative in teaching. For teaching vocabulary that the writer observed, there are six kinds of vocabulary game that the teacher used. They are vocabulary tennis, dictionary skill, line up, matching the pictures, sculptures and words search.

In the fourth chapter, based on the observation, interview and documentary to English teacher, headmaster and administration staff of MTs Raudhatu Sisyubban, Banjar regency, the writer describes about the result of research on the field that collected.

There were general steps in applying vocabulary games in the classroom. They are pre activity, applying games in the classroom as while activity, and post activity. Those general parts will be described in each meeting. The description has shown as below:

a. Pre-Activity

- 1). Teacher greets the students and checks their attendance
- 2). Teacher does brainstorming or warming up questions.

- 3). Teacher explains the objective of the lesson.
- 4). Teacher asks some questions to lead the students to the topic.

b. While-Activity

- 1). Teacher explains about the material
- 2). Teacher gives clear instruction on how to work vocabulary games.
- 3). Teacher divides the class into small groups.
- 4). Teacher monitors students' activity.
- 5). Teacher discusses the students' answer with class.
- 6). Teacher gives new task and asks the students to do the task individually
- 7). Teacher and students check the students' work.

c. Post-Activity

- 1). Teacher asks the students' difficulties during the lesson.
- 2). Teacher summarizes the material of the lesson.
- 3). Teacher closes the lesson.

From observation in the classroom, the teacher used vocabulary games can be seen in this description below:

1. Vocabulary Tennis Game

Material that teacher teaches is about past tense in irregular form. Steps in using game are:

1. Teacher divides the class into two teams (A and B)
2. Teacher explains the game. Teacher calls out a category (e.g past tense; irregular verbs form). Team A "serves" by saying a word in that category

(e.g. saw, ate, went). Team B “returns the serve” by saying a different word from that category (e.g. took, rang, wrote). The teams take turns saying words from that category.

3. The game continues until one team cannot think of any more words. The other team gets a point.
4. The team with the most point wins.
5. In this game, teacher brings a balloon to class. Teams A and B stand opposite sides of the room. When team A says a word, it “serves” the balloon to team B. team B must say a different word before the balloon reaches its side of the room. If team B doesnot say a word or drops the balloons, team A gets a point and vice versa.
6. Teacher in this game can use balloon, ball or paper ball.
7. After playing in big groups, students can play in a small group or in pair.
8. This game is also can be play individually, if in the classroom does not have many students.

2. Dictionary Skill Game

Material that teacher teaches is about descriptive text. Steps in using game are:

1. Teacher divides the class into small group. Give one handout to each student.
2. Teacher explains the task. Students must find the meaning of words in handout in their dictionary.
3. Students write the meaning in handout.

4. Students complete the task.
5. Group who finish first will be a winner.

3. Line Up Game

Material that teacher teaches is about adverbs of frequency. Steps in using game are:

1. Teacher reviews or teach these adverbs of frequency: *never, sometimes, hardly ever often, always etc.*
2. Teacher writes a question on the board. For example: *how often do you...?*
3. Teacher explains the task. Students go around the class and ask each other question on the board. Then they stand in line according to the answers (e.g., in time order).
4. Point out that the boards is the beginning and the other end of the classroom is the end (e.g., of the day).
5. Teacher Models the task with a few students.
6. Teacher explains that when two answers are the same, students stand in alphabetical order of their first names.
7. Students complete the task.
8. Ask students to explain their position in line. For example: "I often go to...."
9. Group that does not stand in line up order, they will get punishment.

4. Matching Pictures

Material that teacher teaches is talking about hobbies. Steps in using game are:

1. Teacher divides the class into six groups.
2. Teacher gives a copy of picture (about hobbies).
3. Student must match between pictures and name of hobbies.
4. Groupmatch all the verbs first wins

5. Sculptures

Material that teacher teaches is talking about jobs. Steps in using game are:

1. Teacher divides the class into four teams.
2. Teacher explains the task. Whisper an activity to one student (e.g., teacher). This student whispers the activity to the other students on his or her team.
3. The team has one minute to form a sculpture that illustrates the activity (e.g., students 1 pretends to teach students, student 2 and 3 pretend to be students. The other teams guess the job. The first team to guess correctly gets a point.
4. Teacher models the task with one team.
5. The team with the most points wins.

6. Word Search

Material that teacher teaches is about present tense. Steps in using game are:

1. Teacher gives each student a handout.
2. Teacher tells students that there are 20 verbs in form of present tense. (e.g., works goes and eats).

3. Verbs can go across, down or diagonally.
4. Students find the verbs and circle them.
5. Student finds all the verbs first wins

C. 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 uses vocabulary games in teaching learning vocabulary at MTs Raudhatul Ibtidaiyah, Banjar Regency Academic year 2014/2015. For further description, it is know from analysis below:

1. Kinds of vocabulary games

Based on observation in the classroom, the writer has done it for two months. The writer found that in teaching and learning English, teacher usually uses many games. There are many kinds of Vocabulary games that the teacher uses. In this research, the vocabulary games are that the writer found are: vocabulary tennis, line up, dictionary skill, matching the pictures, sculptures and word search.

Students in classes are gradually progressing in English vocabulary and games help them to learn new words and phrases that appear in the games and to recall their existing vocabulary at the same time. Generally, teachers 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.

Students worked individually, pairs and groups in the class produced quite nice, funny and active. The classroom atmosphere was exciting when students discussed and did the best in playing games of the class. In addition, students revealed that games were very useful for them to enrich their vocabulary because they could learn from their classmates.

Regarding the effectiveness of games, interviewed teachers reported that their students seemed to learn new vocabulary more quickly and retain it better when it was applied in a relaxed and comfortable environment such as while playing games.

2. The use of vocabulary games

In teaching and learning process, previously a teacher prepares the lessons plan which states the learning objective.

a. The English teacher skill and knowledge in using vocabulary games

Based on the data presentation in finding, it can be known that English teacher skill and knowledge to use vocabulary games in her teaching vocabulary is good. Basically, English teacher in that school has known and understood about the importance of teaching technique; especially teaching vocabulary using vocabulary games.

Before starting the class, the teacher prepares learning material, time allocation, and learning goal; it is done before teaching and learning vocabulary by using vocabulary games.

From the description above it can be concluded that English teacher skill and knowledge in teaching vocabulary by using vocabulary games is suitable to

teach vocabulary and it very useful for students' skill in vocabulary. Teacher has capability in teaching use vocabulary games.

b. The teacher's activities in using vocabulary games

The various techniques are very needed to improve and actualize in teaching and learning process. Especially in teaching vocabulary to reach certain goal in order to create and interesting learning process so that the students' interest and motivation to learn will increase.

Based on finding above, showed that an English teacher activity in using vocabulary games game in teaching vocabulary is good.

1). Pre activity

In every meeting, the teacher begins the lesson with warming up activity. It sign that the teaching learning process will be began then it will be followed by some next activity. At the pre activity stage, the teacher begins with greeting, asks the students about the lesson, and introduces the material by asking the questions related to the material.

2). While activity

Following this activity the teacher explains the material, so divides the students into some groups. And then, gives the rule for the vocabulary games. Teacher gives some clues for the students if they have problems about the vocabulary.

3). Post Activity

In this activity the teacher reviews the lesson in brief and gives the students opportunity to ask some question and then teacher close the lesson.

c. The Material and Media Used by Teacher

Material and media is something important in teaching and learning process because it can support the students' success in learning and also can reduce the saturation in learning process.

Based on data observation, the English teacher used the handbook of the second grade at MTs Raudhatussyubban, Banjar Regency as the material and media, it can be concluded that the material and media that used by the teacher is suitable in teaching by using vocabulary games so that the students are enthusiastic in answering the question that was given by the teacher.

d. Interaction

1) Interaction between Teacher and Students

Interaction between teacher and students is very good. It can be looked from students respond to the teacher. Students look enthusiasm and very active.

2) Interaction between Student and Student

Interaction between student and student is good. It can be looked from their cooperation each other. It appears when they work together in group.

In playing vocabulary games, they looked enthusiastic playing games, throw the ball in the class, discussed with their group and answered questions together. They was very active and feel enjoy. They played games individually, pairs and also group. When they played in group, they did interaction each other well; they

were more enthusiastic if they play in group because there are many students in one group, they were easily to answered and played games.

Based on the observation, the writer has analyzed the application of vocabulary games for this school make the students were very enthusiasm and useful in helping them to improving their vocabulary skills.

Learning vocabulary through games is one effective and interesting way that can be applied in any classrooms. The results of this research suggest that games are used not only for more fun, but more importantly, for the useful practice and review of language lessons, thus leading toward the goal of improving learners' communicative competence.

So that, it can be conclude that the teacher's creativity in using vocabulary games in teaching learning process can improve the students' vocabulary skill and their interest in studying vocabulary. Then, vocabulary games are also interesting and useful technique in improving students' vocabulary skills at MTs Raudhatussyubban, Banjar regency that writer have observed.