CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

This chapter aimed to answer the research questions formulated in the first chapter. The research findings and discussion included the answer to the research questions: 1. The application of board work activities, and 2. Students' vocabulary improvement after the application of board work activities. The discussion elaborated general description of the subject and research findings in teaching vocabulary.

A. General Description of The Subject

1. Profile of MTs Fatahillah

MTs Fatahillah was established oficially in 1995. It is located in Desa Simongagrok Dawarblandong Mojokerto. It is the secondary school of Islamic educational foundation in Simongagrok after kindergarten and Islamic Elementary school. This school is one of Islamic Junior High Schools in Dawarblandong which has developed as a school with good quality. The location is strategic because it is near the street.

There are 20 teachers in this school including the head master and one administration staff. While the total of students in the last three years are as follows:

Grade	Total of students				
- Grade	2008/2009	2009/2010	2010/2011		
VII	62	55	64		
VIII	67	62	57		
IX	64	67	57		
Total	193	184	178		

In this school, there is only one English teacher. Her name is Urfatur Rohmah S. Pd. she teaches English for all graders. The qualification is indicated by her educational background. ³² She is 31 years old. She had her bachelor degree from English Education Department of UNISMA Malang in 2004 and started teaching in the same year. She taught in this school started from January 1st, 2005 until now. It means that she has taught English in this school for more than 6 years. To teach English especially vocabulary, she usually wrote new vocabulary on the board and asked the students to find out the meaning. Sometimes she used flashcards as media in teaching vocabulary.

2. Vision and Missions of MTs

MTs Fatahillah Simongagrok has vision to create next generations who have good quality, are autonomous, mastering knowledge and having good achievement based on faith and piety (IMTAQ).

While the missions of Mts Fatahillah are as follow:

a. Doing Islamic precepts in daily life

 $^{^{32}}$ Based on interview with the English teacher on Tuesday, May $3^{\rm rd}$, 2011 at 03.00pm

- b. Creating the teaching and learning process which is interesting, creative and inovative
- c. Developing and optimizing intra and extracurricular activities
- d. Creating spirit of continuous learning
- e. Creating school society that cares about surroundings.

3. Facilities of Education

The facilities which are available in this school are as follows:

- a. Six classes of learning containing:
 - 2 classes for seventh graders
 - 2 classes for eight graders
 - 2 classes for ninth graders
- b. One computer laboratory
- Headmaster's and teachers's rooms
- d. One storeroom
- e. Canteen and restroom

4. Learning Process

Learning process in this school starts at 12.45 to 05.15 pm which is described specifically as follow:

- Period 1: 12.45-01.15 pm - Period 5: 03.15-03.45 pm

- Period 2: 01.15-01.45 pm - Period 6: 03.45-04.15 pm

- Period 3: 01.45-02.15 pm - Period 7: 04.15-04.45 pm

- Period 4: 02.15-02.45 pm - Period 8: 04.45-05.15 pm

- Break: 02.45- 03.15 pm

5. Special Programs

Special programs offered are drumband which is held every week or conditionally, and volley ball which becomes fond of almost all students.

B. Research Findings in Teaching Vocabulary

1. The Application of Board Work Activities

a. The Results of Observation and Field Note

In this subheading, the writer will describe the result of observation which contains of observation checklist and students' participation cheklist and field note during the application of board work activities in teaching vocabulary. It will be described from first until third cycle as follows:

1) Preliminary Study

Before doing the research, the researcher did preliminary study. In this stage, the researcher identified the problems of teaching learning process especially in vocabulary by doing observation during the class, interviewing the English teacher and giving vocabulary test as pretest.

Based on researcher's observation on Thursday, May 5th 2011 from 01.30 to 02.50 pm during the class, it was found that in preactivity, the teacher did not give a warmer such as game to activate

students' schemata and attract their interests in the lesson. She just asked the students to find out the meanings of the difficult words on the text before they read the text or did the next activities. It made students demotivated in learning vocabulary. For the smart and diligent students, they might try to find out its meaning in the dictionary. But for the others, they might feel bored and felt demotivated with the activities in the class. In addition, the teacher did not give feedback at the end of the lesson to review the lesson learned. As a result, many students still did not understand the lesson learned especially vocabulary.

Furthermore, based on the result of the interview with the English teacher that was held on on Monday, May 2nd 2011, it was found that the teacher admitted that she got difficulties to look for interesting media in teaching vocabulary. She utilized the board for explaining the material according to the textbook and writing new vocabulary and asking the students to find out the meanings. The lack of media and facilities in the school blocked the teacher to provide interesting teaching and learning process.

The last, based on the result of pretest which was held on Friday, May 11th 2011 from 03.15 to 03.45 pm, there were two absent students. The result of pretest is presented in the following table.

THE RESULT OF PRETEST

NO	NAME	PRETEST	NOTE
		SCORE	
l	Ayu Indah S	-	Unsuccessful
2	Cici Nur Faradilah	71	Unsuccessful
3	Dian Antoni	82	successful
4	Diyah Shoifatul K. N.	81	successful
5	Dinda Bella O.	46	Unsuccessful
6	Dwi Maya Astriana	84	successful
7	Evi Nur Aini	37	Unsuccessful
8	Finuril Ajizah	73	Unsuccessful
9	Heri Purwanto	40	Unsuccessful
10	Indah Yuli Ramadianti	46	Unsuccessful
11	Irma Wijayanti	-	Unsuccessful
12	Iwan Dwi Nugroho	77	successful
13	Lindah Nur K. S.	69	Unsuccessful
14	Lulus Erwina S.	84	successful
15	Lutviana Dwi L.	71	Unsuccessful
16	M. Taufik Hidayat	40	Unsuccessful
17	Reka Setiawati	91	successful
18	Setyo Sampurno	55	Unsuccessful
19	Sinta Lestari	84	successful
20	Siti Wakidatul Fitriah	84	successful
21	Tanti Risqi F.	84	successful
22	Teguh Harianto	35	Unsuccessful
23	Tutut Dian Wahyu W.	91	successful
24	Vingky Nur Arifin	35	Unsuccessful
25	Yoga Jorghi P.	40	Unsuccessful
26	Yola Maziatus S.	79	successful
27	Yongki Wahyudi	40	Unsuccessful

28	Fitria Hikmah Al Maulidah	82	successful
	Total of Score	1701	
	Average Score	65,42	

Based on the table, there were 14 students who got score under the minimum score of English (KKM). The minimum score targeted was 75. There were just 12 students of 28 students who passed the standard score which was about 42,86%. It means that more than 50% of students in the class had low vocabulary mastery. The result also showed that many students still could not differentiate verb, noun, and adjective.

2) First Cycle

First cycle was conducted on May 12th 2011. The duration was 80 minutes. During the implementation of the first cycle, the researcher used four steps as follow:

a) Planning

After identifying problems on preliminary study, the researcher and the teacher discussed and prepared everything needed to do the action for first cycle. *Firstly*, deciding the suitable actions that could motivate students in learning vocabulary. Here the researcher and the teacher compromised to apply board work activities as media that were expected to be able to motivate students

to learn vocabulary easily through interesting ways. Secondly, the researcher set up the lesson plan based on syllabus given by the teacher and after consulting with her. Here the researcher used one lesson plan for every cycle. All lesson plans are attached on the appendix.

Thirdly, the researcher chose the materials which were related to topic and curriculum. The researcher considered the reasonable and suitable materials for students' level. In this cycle, it focused on the speaking skill. The researcher used the materials from Islamic Life Resource Pack and Games and Pictures Resource Pack published by ELTIS Surabaya which are related with the topic "offers and requests". She chose those resources because they were in accordance with the material about speaking skill. It also contained simple conversation with interesting pictures and also board games so that the students would be motivated to learn vocabulary easily. As stated in previous chapter, this research was limited in some parts of speech including noun, verb, and adjective.

Finally, the researcher made the instruments for teaching and learning vocabulary by using board work activities. The instruments were lesson plan, worksheets for students, pictures and cut papers about offers and requests, and key answers. The researcher also prepared the observation checklist and field note for the teacher to

observe the researcher during the learning process, and the students' participation checklist for the researcher to observe students' participation in the class. Then, the researcher prepared posttest for students to do in the end of cycle.

b) Acting

In the first stage, the researcher applied board work activities through the game about offers and requests to activate students' background knowledge about the topic in the beginning of the lesson. The researcher stuck some pictures on the board and cut-up papers containing verbs and nouns on the wall. Then she divided the students in groups of four. After giving instruction, she checked their understanding. In fact, some students still got confused about the role play. It was because they were not used to getting instruction in English. Thus, the researcher repeated the instruction to make it clear. Then each group worked together to finish the game. Every group had to match the pictures with the cut-up papers correctly. Two persons had to take two cut-up papers and gave it to other two to write and look for its meaning. The students were very enthusiastic. At this point, the researcher gave points for some groups who could finish the game correctly. Then the students discussed the answers together. At this time, they could pronounce and understand the meaning of words in the pictures.

Next, the researcher elicited the topic to activate students' schemata about the lesson. The researcher asked the students to see the pictures on the board and asked them to guess about the topic. They could guess it correctly. After that, the researcher distributed the paper containing the pictures and words of offers and requests which were similar to the previous game. From this activity, the students could make the expressions of offers and requests based on the pictures and words available. Some of them also could conclude the patterns of offer and request expressions. Then the researcher wrote the patterns on the board.

In the whilst-activity stage, the researcher distributed the copy of materials. She asked some students to read the conversation and identify vocabulary whether it was noun, verb or adjective. The researcher also asked them about the difficult words. Then she wrote some words the students mispronounced. The researcher asked other students to correct it.

In the post activity, students worked with their partners. Before asking them to make conversation, the researcher asked them about how to respond requests and accept or reject offers. The students discussed together and wrote the answers on the board. Then the researcher asked them to make conversation and practice it with their partners. Because of limited time, not all groups practiced it.

The researcher gave opportunity to other students who did not participate yet in the class.

In the last stage, the researcher gave feedback to the students to check their understanding about the material. She asked them some words and they told its meaning. The students looked enthusiastic. When the researcher showed the pictures, the students could make the sentences of offer and request expressions based on the pictures.

c) Observing

It was carried out while the teacher of class was implementing board work activities to teach vocabulary in the acting stage. In this stage, the researcher was alongside with the teacher observing the materials, teacher's techniques and activities and students' activities during the lesson. Besides, the researcher observed students' participation and responses to know the name of everyone who participated in the class.

According to the English teacher as an observer, there were some notes needed to consider. *Firstly*, the researcher had good performance. She could attract students' attention by giving game in the beginning of the lesson. She also could stimulate the students to make the pattern of offer and request expressions so they could conclude it themselves.

Secondly, the researcher spent much time for pre-activity. It was about game and eliciting activity. Those caused the time for whilst-activity got limited. It was caused some factors; the students still got confused about the instruction because they were not used to getting instruction in English. Next, they were not accustomed to be active in the class such as answering question posed by the teacher.

Thirdly, students' participation in the class was still low. It could be seen from the following students' participation checklist.

STUDENTS' PARTICIPATION CHECKLIST

1		FIRST CYCLE							
		P	PARTICIPATION						
		1	2	3	4	A	A		
NO	NAME	1		1	ļ	C	S		
	IVALUE	ł			1	T	S		
1				İ		I	I		
ŀ		1			l	V	$ \mathbf{v} $		
ļ				l		E	E		
1	AYU INDAH S						V		
2	CICI NUR FARADILAH			V		v			
3	DIAN ANTONI		V				V		
4	DIYAH SHOIFATUL K. N.	V		v	v	v			
5	DINDA BELLA O.		1	V		v	\vdash		
_ 6	DWI MAYA ASTRIANA					<u> </u>	v		
7	EVI NUR AINI	1				<u> </u>	v		
8	FINURIL AJIZAH			V		v	\vdash		
9	HERI PURWANTO	<u> </u>		V		v			
10	INDAH YULI RAMADIANTI	1	V	·	V	v			
11	IRMA WIJAYANTI				·		∇		
12	IWAN DWI NUGROHO	V				v	\vdash		
13	LINDAH NUR K. S.			v		V			
14	LULUS ERWINA S.	v		· -		v			
15	LUTVIANA DWI L.	1				 -	v		
16	M. TAUFIK HIDAYAT	 					$\frac{\mathbf{v}}{\mathbf{v}}$		
17	REKA SETIAWATI	v		v		v			
18	SETYO SAMPURNO	 		-		_	v		
19	SINTA LESTARI			$\overline{\mathbf{v}}$		v	-		
20	SITI WAKIDATUL FITRIAH	<u> </u>	v	'	-	-	$\overline{\mathbf{v}}$		

21	TANTI RISQI F.		Ţ	V	Τv	Τ-
22	TEGUH HARIANTO		V		 - -	Ιv
23	TUTUT DIAN WAHYU W.	V		V	T _V	Ť
24	VINGKY NUR ARIFIN		v	1	 -	Ιv
25	YOGA JORGHI P.					Ιż
26	YOLA MAZIATUS S.	V	v		V	╁
27	YONGKI WAHYUDI		V	 		V
28	FITRIA HIKMAH AL		<u> </u>	V	V	╅
	MAULIDAH			1	'	1

Notes: 1. Answering Question

- 2. Asking Question
- 3. Mentioning new words
- 4. Giving Idea

$$P = \frac{Active \ students}{sum \ of \ the \ students} \ x \ 100\%$$
$$= \frac{15}{28} \times 100\%$$
$$= 53,57 \%$$

Based on the checklist above, students' participation in the class was only 53,57%. It was low percentage; it did not achieve the criteria of success. The criteria of success in this research should be approximately 75% of students' involvement in the class.

Fourthly, many students still got score under minimum score of English targeted. It could be seen from the following table.

POSTTEST SCORE OF FIRST CYCLE

No	o NAME Posttest		NOTE
		Score	
1	Ayu Indah S	75	Successful
2	Cici Nur Faradilah	70	Unsuccessful
3	Dian Antoni	85	Successful
4	Diyah Shoifatul K. N.	95	Successful
5	Dinda Bella O.	60	Unsuccessful
6	Dwi Maya Astriana	80	Successful
7	Evi Nur Aini	65	Unsuccessful
8	Finuril Ajizah	80	Successful
9	Heri Purwanto	65	Unsuccessful
10	Indah Yuli Ramadianti	85	Successful
11	Irma Wijayanti	70	Unsuccessful
12	Iwan Dwi Nugroho	85	Successful
13	Lindah Nur K. S.	80	Successful
14	Lulus Erwina S.	70	Unsuccessful
15	Lutviana Dwi L.	75	Successful
16	M. Taufik Hidayat	80	Successful
17	Reka Setiawati	90	Successful
18	Setyo Sampurno	90	Successful
19	Sinta Lestari	85	Successful
20	Siti Wakidatul Fitriah	70	Unsuccessful
21	Tanti Risqi F.	85	Successful
22	Teguh Harianto	45	Unsuccessful
23	Tutut Dian Wahyu W.	90	Successful
24	Vingky Nur Arifin	35	Unsuccessful
25	Yoga Jorghi P.	65	Unsuccessful
26	Yola Maziatus S.	95	Successful
27	Yongki Wahyudi	60	Unsuccessful

28	Fitria Hikmah Al Maulidah	85	Successful
	Total of Score	2115	<u> </u>
	Average Score	75,53	Good

Based on the result of students' posttest, there were only 60,71% of students who got score more than or equal to 75 according to minimum score (KKM). And there were 11 students who were unsuccessful. It means that one of criteria of success was not achieved yet. It was about more than or equal to 75% of students who got minimum score targeted.

d) Reflecting

In this stage, the implementation of classroom action in the first stage was formulated through discussion between the researcher and the teacher based on the result of observation. The result of discussion was formulated as follows:

i) The learning result

Firstly, not all students participated in the class. It could be seen from the students' participation checklist. It was because some of them were still shy to speak and express their ideas. They tended to be silent because of being afraid in making mistakes. Therefore, the researcher needed to give more attention to the students. Next, the students' vocabulary was still less enough.

Some of them still could not differentiate noun, verb, or adjective especially for male students because they did not focus on the lesson. They might need more attention from the teacher. Then, the time was short enough. The students had less time for practicing conversation. The researcher should anticipate it by minimizing the time for game. She also should give clear instruction on playing game and other activities. The last, even though the average score of posttest was 75,53, 42,86 % of students got score less than 75. It means that students still needed to get treatments to improve their vocabulary. Therefore, the cycle would be going on with more interesting treatments and there should be more improvement in managing the time.

ii) Next action

The first was preparing the lesson plan and instruments which were pictures, the material, worksheets, and key answers. The next was choosing the suitable material according to students' level. The material should be more challenging and interesting than the previous cycle. It should provide much vocabulary. The researcher should give more interesting board games in order that the students would not get bored. The next was giving much time for discussion in while-activity so that they had enough time to understand and discuss the material. The last, the researcher

needed to give more attention on students' work, control and motivate the students to improve their vocabulary well.

3) Second Cycle

The second cycle was conducted on May 18, 2011 and the duration was 80 minutes. The steps were explained as follows:

a) Planning

In this stage, the researcher used the information from the reflection of first cycle to prepare the acting stage in the second cycle. It would focus on the reading skill. According to the English teacher, ³³ she usually asked the students to translate the meaning of difficult words from the text before understanding the text. Therefore, at this point, the researcher would prepare board game containing new vocabulary based on the text would be learnt to make the students easy to understand the text. The researcher prepared the text entitled "Two Successful Singers" which was related to the material of Recount text. She also prepared some pictures of comparative degree as filler to make students easier in understanding the lesson.

³³ Based on interview with the English teacher on Wednesday, May 11th, 2011 at 15.30pm

b) Acting

In the first stage, the researcher also used board work activities. She gave snapping hand game in the beginning of the lesson. Before the game began, the cut-up papers containing words related to the text which would be learnt were stuck on the board. Then the researcher gave instruction and checked upon the students to make sure that they understood the instruction. Each of four students came forward and listened to the definition given by the researcher. Student who knew the answer did snapping hand on the word. Most of them were very enthusiastic to do this game. Even the troublemaking students were serious in doing this game. The researcher gave points and rewards to the students who could answer the word correctly. Then the researcher asked some students to pronounce the words and the others repeated. She asked them to identify part of speech of the words. At this time, the researcher paid more attention to the students who could not differentiate part of speech yet.

In pre-teaching activity, the researcher elicited the topic to activate students' schemata about the lesson. She showed the cutup papers on the board and asked the students to identify verb form used. Then students were asked to guess what kind of text if it used verb 2. The students could guess it correctly. Then the researcher distributed the material containing text and worksheet.

Still using the words on the board, the students discussed the meaning of the words to understand the text.

In the whilst-activity, the researcher asked the students to work in pair. There were two texts on worksheet, text A and text B. Student A should understand text A and student B should understand text B. After that, they filled in the time line about the text and answered the tasks. Then each pair interviewed each other to know the answers of the text that they did not read. This condition made the students active because they were busy to find the answers. At this time, the researcher controlled their activities. Then students discussed the answers together.

The next material was about comparative degree. Before giving the material, the researcher gave filler to refresh students' mind. She showed each two pictures about comparative degree and asked the students to compare using their own words. They could produce new vocabulary such as higher, shorter, younger, healthy, older, tall, etc. In this activity, mostly students could answer correctly. Then the researcher called other students to answer to give opportunity to be active in the class. The students could conclude the pattern of comparative degree by themselves.

In the post-activity, the students filled in 5 sentences about comparative degree and answered the questions about recount text and comparative degree. They could do it well although some of them still made mistakes in identifying positive, comparative and superlative degree.

The last, the researcher asked about their difficulties in learning vocabulary. Then she reviewed the lesson by showing the pictures and giving question to remind the students about vocabulary they learnt. She also gave them motivation to study more.

c) Observing

During the lesson, the English teacher observed the researcher's and students' activities through board work activities by using observation checklist and field note. Based on the observation, the students were more ready to follow the activity prepared by the researcher. According to the english teacher as an observer, the media used by the researcher were more interesting. However, the pictures applied were not quite big. They needed to be bigger in order to be accessible for the whole class. Next, the researcher gave clear instruction. During the lesson, she controlled students well so that the learning process could run well.

In addition, students were enthusiastic to participate during the lesson. The teacher gave opportunity to the students to be more active in the class by giving questions, asking students to guess and mention the words and asking students to give idea in discussion. The progress of students' participation in the class could be seen on the following table.

STUDENTS' PATICIPATION CHECKLIST

			SECOND CYCLE					
	NAME	PARTICIPATION					P	
		1	2	3	4	AC	A	
NO		ŀ		ļ		T	S	
				1		I	S	
						V	I	
					l	E	V	
							E	
1	AYU INDAH S			V		V		
2	CICI NUR FARADILAH		V	1			V	
3	DIAN ANTONI			V		V		
4	DIYAH SHOIFATUL K. N.	V		V	V	V		
5	DINDA BELLA O.		V				V	
_6	DWI MAYA ASTRIANA			V		V		
7	EVI NUR AINI	V				V		
8	FINURIL AJIZAH				V	V		
9	HERI PURWANTO	V				v		
10	INDAH YULI RAMADIANTI						v	
11	IRMA WIJAYANTI	V				V		
12	IWAN DWI NUGROHO	V		v		V		
13	LINDAH NUR K. S.		V				V	
14	LULUS ERWINA S.	V		V		V		
15	LUTVIANA DWI L.		V			<u> </u>	v	
16	M. TAUFIK HIDAYAT	V				V		
17	REKA SETIAWATI			v	v	V		
18	SETYO SAMPURNO		ļ	v	<u> </u>	v		
19	SINTA LESTARI	V		v		V		
20	SITI WAKIDATUL FITRIAH		v			-	V	
21	TANTI RISQI F.		v	V	 -	V	- 	
22	TEGUH HARIANTO		v	<u> </u>	-	_	v	

23	TUTUT DIAN WAHYU W.		V	T	TV	V	Γ
24	VINGKY NUR ARIFIN	V			1	V	
25	YOGA JORGHI P.	†	+	_	T _V	v	
_26	YOLA MAZIATUS S.		1	V	V	v	
27	YONGKI WAHYUDI		-	V	†	v	
28	FITRIA HIKMAH AL MAULIDAH	V	1	 	-	v	

Notes: 1. Answering Question

- 2. Asking Question
- 3. Mentioning new words
- 4. Giving Idea

$$P = \frac{Active \ students}{sum \ of \ the \ students} \ x \ 100\%$$
$$= \frac{21}{28} \times 100\%$$
$$= 75 \%$$

Based on the calculation, students' participation in the class was 75%. It was in accordance with the criteria of success. The students tried to be more active in the class. They also could identify part of speech containing noun, verb and adjective.

The last, there was significant improvement on students' posttest score. It could be seen on the following table.

THE RESULT OF TEST SCORE

No	NAME	Posttest	NOTE
		Score	
1	Ayu Indah S	85	Successful
2	Cici Nur Faradilah	70	Unsuccessful
3	Dian Antoni	80	Successful

4	Diyah Shoifatul K. N.	85	Successful
5	Dinda Bella O.	70	Unsuccessful
6	Dwi Maya Astriana	75	Successful
7	Evi Nur Aini	70	Unsuccessful
8	Finuril Ajizah	85	Successful
9	Heri Purwanto	70	Unsuccessful
10	Indah Yuli Ramadianti	80	Successful
11	Irma Wijayanti	75	Successful
12	Iwan Dwi Nugroho	80	Successful
13	Lindah Nur K. S.	85	Successful
14	Lulus Erwina S.	70	Unsuccessful
15	Lutviana Dwi L.	70	Unsuccessful
16	M. Taufik Hidayat	70	Unsuccessful
17	Reka Setiawati	90	Successful
18	Setyo Sampurno	80	Successful
19	Sinta Lestari	85	Successful
20	Siti Wakidatul Fitriah	70	Unsuccessful
21	Tanti Risqi F.	80	Successful
22	Teguh Harianto	70	Unsuccessful
23	Tutut Dian Wahyu W.	90	Successful
24	Vingky Nur Arifin	70	Unsuccessful
25	Yoga Jorghi P.	70	Unsuccessful
26	Yola Maziatus S.	85	Successful
27	Yongki Wahyudi	70	Unsuccessful
28	Fitria Hikmah Al Maulidah	80	Successful
	Total of Score	2170	
	Average Score	77,5	Good

Based on the result of students' posttest, the average score was 77,5. It was in accordance with the indicator of achievement. But, there were only 57,14% of students who got score more than or equal to 75 according to minimum score (KKM). And there were 12 students who got score under 75. It means that the next cycle was still needed to treat students in learning vocabulary.

d) Reflecting

Like in previous cycle, the researcher and the English teacher discussed about implementation of classroom action. The result of discussion was formulated as follow:

i) The learning result

Firstly, the students' vocabulary improvement was good. They could produce new words in learning comparative degree based on their own ideas. Next, the students who had difficulties to identify part of speech especially verb, noun and adjective could identify it well because the researcher gave more opportunity to them. 75% of students participated during the lesson. The last, the average score of the students was increasing from 75,53 to 77,5. It was in accordance with the average score targeted. But, there were some students who still got score less than 75 according to minimum score of English. Therefore, the next cycle would be going on with the same

treatment but the researcher would apply more interesting and challenging board work activities. The researcher would also provide clearer and more colorful pictures on board work activities.

ii) Next action

Firstly, the researcher would prepare the lesson plan, the instruments containing the colorful pictures for board game with the cut-up papers containing new-randomized words as key answer for board game, worksheets and key answer. The next was preparing the material related to the topic. It would focus on the writing skill. The researcher would also give more activities to make students more active in participating in the class especially in understanding the material. The last, the researcher would give more attention to the students' works, controlling and motivating students in learning process.

4) Third Cycle

The third cycle was conducted on May 19, 2011 and the duration was 80 minutes. The steps were explained as follow:

a) Planning

Like in the previous cycle, the researcher used reflection on second cycle as basic preparation for acting stage in this cycle. It would focus on the writing skill. According to the English teacher, ³⁴ to teach writing, firstly, she usually explained the generic structure or the pattern of language focuses. Then she asked the students to make the sentences or write a paragraph. At this point, the researcher would modify the teacher's techniques in teaching writing by providing interesting activities to make the students easy in writing. The text being prepared was about "Unsuspected Experience" taken from English in Focus for grade VIII. She also prepared lesson plan, the instruments such as pictures about "My Village" taken from Games and Picture Resource Pack as board game, randomized word table, worksheets and key answer.

b) Acting

Like in the previous cycle, the lesson began with board work activities using board game because students would be interested and motivated in the learning process. At this time, the researcher divided students in groups of four. She stuck the colorful picture about "My Village" on the board and gave the copy of the picture with randomized word table. After the researcher gave instruction and the students understood, they worked together to give signs on the picture and looked for the

³⁴ Based on interview with the English teacher on Wednesday, May 18th, 2011 at 12.45pm

words on the table and circle the answers. They only had 5 minutes to do it. During the game, the researcher controlled each group. They looked very enthusiastic because the first group who could find more than 20 words would be the winner. Then, the students checked the answers together with the researcher. The students would get points if they could mention the words correctly as pointed by the researcher.

Next was the pre-writing activity. The researcher did it by eliciting. Firstly, she distributed the text to the students. Then she asked the students to identify the verb form. They could guess it correctly. They also could guess the text. It was recount text. Then she asked about new words found in the text. Some of them could translate its meaning. For difficult words, the researcher gave synonym of the words and they responded it correctly.

In the whilst-writing activity, the researcher asked students to read the text and identify noun, verb, or adjective. After that, the researcher asked the students to focus on the text. She asked them to guess what tense used if the activity will be done. Some of them could guess that it was present future form. Then the researcher stimulated the students by giving some examples in Indonesia. They could translate it in English. Other students also

tried to make the sentence using present future. After that, they could conclude the pattern of present future by themselves.

In the post-writing activity, the researcher asked the student to change 5 sentences of the recount text that has been underlined into present future form and make 5 sentences in present future based on vocabulary from the picture.

c) Observation

Based on the observation, the students were more ready to get the materials and activities prepared by the researcher like in the second cycle. More than 75% of the students had opportunity to be active in the class. It could be seen on the following table,

STUDENTS' PATICIPATION CHECKLIST

				HIRD	CYC	LE	
		PA	PARTICIPATION				P
		1	2	3	4	A C	A
NO	NAME				}	T	S
	- 1121/22				1	i	S
						v	I
						Ě	V
1	AYU INDAH S	177	<u> </u>	1,	ـ		E
 		<u> </u>	<u> </u>	V		V	
2	CICI NUR FARADILAH		V	V		V	
3	DIAN ANTONI	ŀ		V	V	V	
4	DIYAH SHOIFATUL K. N.	V		V		V	
_ 5	DINDA BELLA O.	V	1			V	
6	DWI MAYA ASTRIANA		V			V	
7	EVI NUR AINI	V				V	
8	FINURIL AJIZAH						V
9	HERI PURWANTO		V		V	V	
10	INDAH YULI RAMADIANTI	V		V		V	
11	IRMA WIJAYANTI						V
12	IWAN DWI NUGROHO			V	V	V	

12	I DIDAILAID IV C	7,	1 77			1	
13	LINDAH NUR K. S.	V	I V	_		V	
14	LULUS ERWINA S.	V		V		V	
15	LUTVIANA DWI L.		V				V
16	M. TAUFIK HIDAYAT			V			
17	REKA SETIAWATI		V		V	V	
18	SETYO SAMPURNO		V	V		V	
19	SINTA LESTARI	V		V	V	V	
20	SITI WAKIDATUL FITRIAH		V	V		V	
21	TANTI RISQI F.		V				V
22	TEGUH HARIANTO			V		V	
23	TUTUT DIAN WAHYU W.	V			V	V	
24	VINGKY NUR ARIFIN		V		V	V	
25	YOGA JORGHI P.	V	V				
26	YOLA MAZIATUS S.	V		V	V	V	
27	YONGKI WAHYUDI	V				V	
28	FITRIA HIKMAH AL	V				V	
	MAULIDAH						

Notes: 1. Answering Question

- 2. Asking Question
- 3. Mentioning new words
- 4. Giving Idea

$$P = \frac{Active \ students}{sum \ of \ the \ students} \ x \ 100\%$$
$$= \frac{24}{28} \times 100\%$$
$$= 85,71 \%$$

Based on the calculation, students' participation in the class increased from 75% to 85,71%. It was in accordance with the criteria of success.

The last, there was significant improvement on students' vocabulary score from previous cycles. It could be seen on the following table.

THE RESULT OF TEST SCORE

No	NAME	Posttest	NOTE
		Score	
1	Ayu Indah S	95	Successful
2	Cici Nur Faradilah	90	Successful
3	Dian Antoni	75	Successful
4	Diyah Shoifatul K. N.	100	Successful
5	Dinda Bella O.	80	Successful
6	Dwi Maya Astriana	90	Successful
7	Evi Nur Aini	75	Successful
8	Finuril Ajizah	95	Successful
9	Heri Purwanto	75	Successful
10	Indah Yuli Ramadianti	100	Successful
11	Irma Wijayanti	80	Successful
12	Iwan Dwi Nugroho	75	Successful
13	Lindah Nur K. S.	95	Successful
14	Lulus Erwina S.	90	Successful
15	Lutviana Dwi L.	90	Successful
16	M. Taufik Hidayat	80	Successful
17	Reka Setiawati	95	Successful
18	Setyo Sampurno	75	Successful
19	Sinta Lestari	90	Successful
20	Siti Wakidatul Fitriah	95	Successful

21	Tanti Risqi F.	100	Successful
22	Teguh Harianto	75	Successful
23	Tutut Dian Wahyu W.	100	Successful
24	Vingky Nur Arifin	75	Successful
25	Yoga Jorghi P.	75	Successful
26	Yola Maziatus S.	100	Successful
27	Yongki Wahyudi	75	Successful
28	Fitria Hikmah Al Maulidah	90	Successful
	Total of Score	2430	
	Average Score	86,79	Very Good

Based on the table above, the average score of posttest score was 86,79. It was in accordance with indicator of achievement. All students also got score more than or equal to 75.

d) Reflecting

i) The learning result

The average score of the class increased from 77,5 to 86,79. The students also could produce much vocabulary. They could identify part of speech containing verb, noun and adjective well. All students got score more than or equal to 75. It was in accordance with the minimum score of English targeted. So, the cycle would be stopped.

ii) The resume of third cycle

Based on the score result which increased from 77,5 to 86,79 and the increasing participation of students, the researcher found that the application of board work activities run well. It could be seen from the students' score that increased. The researcher and the teacher felt that the students had already reached good result in their vocabulary score because of their own motivation.

b. The Result of Questionnaire

In this study, questionnaire was aimed to know students' opinion about the teaching and learning process using board work activities as media to teach vocabulary. It was given in the end of the research on May 24th, 2011. The questionnaire was attached in appendix. (See appendix 21)

After collecting the result of the questionnaire, the researcher made tabulation and formulated the result of questionnaire in the percentage form.

The result of questionnaire was explained as follow:

Table 4.1 The students' opinion about their vocabulary score before the application of board work activities

Number	Yes	No	Total
1	64,29 %	35,71%	100%

Based on the table, it could be concluded that more than half of students got good score in English subject. It means that the students still needed to get more attention and motivation in learning vocabulary. Therefore, board work activities were applied to enrich students' vocabulary so that there would be more than or equal to 75% of students who got score more than or equal to 75 according to the indicator of achievement and minimum score targeted.

Tabel 4.2 The students' opinion about their interest in learning English and vocabulary

Number	Yes	No	Total
2	100 %	0%	100%
3	92,86%	7,14%	100%

Based on the table above, it could be concluded that all students liked learning English and most of them liked learning vocabulary

Tabel 4.3 the students' opinion about more activities through board work activities in learning vocabulary

Number	Yes	No	Total
4	100 %	0%	100%

Based on the table, it could be concluded that all students agreed to get more activities through board work activities in learning vocabulary.

Tabel 4.4 the students' opinion about the technique

Number	Yes	No	Total
5	75 %	25%	100%

Based on the table, it could be concluded that most of students liked the writer's technique by using board work activities to teach vocabulary.

Tabel 4.5 the students' opinion about the topic

Number	Yes	No	Total
6	82,14 %	17,86%	100%
7	94,42%	3,58%	100%

Based on the table, it could be concluded that most of the students were interested in the topic taught through board work activities. They were enthusiastic to learn vocabulary because of the interesting topic.

Tabel 4.6 the students' opinion about board work activities in learning vocabulary

Number	Yes	No	Total
8	92,86 %	7,14%	100%
9	71,42%	28,58%	100%

Based on the table, it could be concluded that most of the students liked the application of board work activities in teaching vocabulary because it was easy to understand.

Tabel 4.7 the students' opinion about vocabulary input

Number	Yes	No	Total
10	100 %	0%	100%
11	89,29%	10,71%	100%

Based on the table, it could be concluded that most of the students found the difficult words of board work activities, but they were enthusiastic to understand and know the meaning.

Tabel 4.8 the students' opinion about their vocabulary improvement

Number	Yes	No	Total
12	89,29 %	10,71%	100%

Based on the table, it could be concluded that most of students thought that they got improvement on their vocabulary after board work activities had been applied.

2. Students' Vocabulary Improvement after the Application of Board Work Activities

Based on the result of vocabulary tasks of first cycle up to third cycle, it could show the improvement of students' vocabulary as follow:

Tabel 4.9

THE RESULT OF TEST SCORES

No			SCORE				
	NAME	Pretest	Posttest of 1 st Cycle	Posttest of 2 nd Cycle	Posttest of 3 rd Cycle		
1	Ayu Indah S	_	75	85	95		
2	Cici Nur Faradilah	71	70	70	90		
3	Dian Antoni	82	85	80	75		
4	Diyah Shoifatul K. N.	81	95	85	100		
5	Dinda Bella O.	46	60	70	80		
6	Dwi Maya Astriana	84	80	75	90		
7	Evi Nur Aini	37	65	70	75		
8	Finuril Ajizah	73	80	85	95		
9	Heri Purwanto	40	65	70	75		
10	Indah Yuli Ramadianti	46	85	80	100		
11	Irma Wijayanti	-	70	75	80		
12	Iwan Dwi Nugroho	77	85	80	75		
13	Lindah Nur K. S.	69	80	85	95		
14	Lulus Erwina S.	84	70	70	90		
15	Lutviana Dwi L.	71	75	70	90		
16	M. Taufik Hidayat	40	80	70	80		
17	Reka Setiawati	91	90	90	95		
18	Setyo Sampurno	55	90	80	75		

		Good	Good	Good	Very Good
Total of Score Average Score		1701 65,42	2115 75,53	2170 77,5	2430 86,79
27	Yongki Wahyudi	40	60	70	75
26	Yola Maziatus S.	79	95	85	100
25	Yoga Jorghi P.	40	65	70	75
24	Vingky Nur Arifin	35	35	70	75
23	Tutut Dian Wahyu W.	91	90	90	100
22	Teguh Harianto	35	45	70	75
21	Tanti Risqi F.	84	85	80	100
20	Siti Wakidatul Fitriah	84	70	70	95
19	Sinta Lestari	84	85	85	AUN ST

Based on the table above, students' score was still low before board work activities were applied. It can be seen on the result of pretest. The average score was 65,42. It indicated that their vocabulary mastery was still low. After board work activities had been applied and the students got posttest in each cycle, their vocabulary improved.

C. Discussion

This subheading attempted to discuss and answer the research questions formulated in the first chapter. It is based on the analysis of descriptions of the results of the observation checklist, the interview, the students' participation

checklist, the field note, the result of questionnaire and the result of vocabulary test.

The discussion begins by answering the first question about the application of board work activities. It required 3 cycles completely. According to Kemmis and Mc Taggart as cited by Basrowi et.al,³⁵ each cycle contains four procedures. They are planning, acting, observing and reflecting.

Based on the results of the observation checklist, the interview, the students' participation cheklist and the field note, there was significant improvement of students' vocabulary score from the first cycle up to the third cycle. It means that the application of board work activities could enrich students' vocabulary.

In the first cycle, the researcher applied board work activities through board game about offers and requests in the beginning of the lesson. Those were intended to draw attention and stimulate students' background knowledge about the lesson would be learnt. Those were in line with Mokhamad Syaifudin³⁶ who said that board work is important to enhance the meaning, to ease transfer of logic, to provide visual stimuli, to link between concept and practice, and to draw attention. In addition, Clare Lavery also stated that the board is for drawing students' attention to a new language and checking their understanding. 37 But some students still got confused with instruction of playing the game because they were not used to getting instruction in English.at this point, the researcher needed

Dr. H. M. Basrowi et al, *Prosedur Penelitian*26
 Mokhamad Syaifudin, *Providing Better*... 1

³⁷ Clare Lavery, *Language*68

to give clear instruction to make the students understand what to do. As Tenny Dian stated that the clear role and instruction on the board games will make the teaching and learning process effective and students will get easiness to enrich vocabulary. 38 Furthermore, some students also still got difficulties to identify part of speech containing noun, verb and adjective. But they enjoyed learning vocabulary through board work activities. They could make sentences based on the pictures on board game. The researcher also organized the writing well on the board by writing only important points about the material and dividing the board into 2 sections. The first section was for board game and the second one was for the pattern and the examples of making expressions. This was similar with Harmer who stated that writing on the board needs to be legible to all the students in the class and it needs to be organized well. 39 It was also in line with Clare Lavery who stated that to draw students' attention to new language, to summarize the lesson, and to check understanding, the board needs to be uncluttered, well organized and useful for study purposes. She also gave suggestions for the teacher to divide the board into distinct sections with the center for main structures or language points, one side margin for key vocabulary and a space for temporary items, and select only the important points. 40

Then in the second cycle, the researcher applied board work activities through snapping hand game. This game was intended to stimulate students' mind

³⁸ Tenny Dian Indrayanti, *Developing A Board Game ...* 7
³⁹ Jeremy Harmer, *How to Teach ...* 177

⁴⁰ Clare Lavery, Language... 68

on recognizing new words. In addition, according to Mario Rinvolucri, snap game allows students to work on recognizing what goes with what, without having to embark immediately on oral production. 41 Through it, students could identify the new words easily. In whilst-activity, Students were more ready to get the material and understood the instruction from the researcher. Students who got difficulties in identifying part of speech could identify it well. They were also more active in participating during the learning process. They could produce new vocabulary themselves. The next, the researcher applied board work activities as filler by showing the pictures about degree of comparison and stuck it on the board. It was similar with A. Yunus as cited by Chusnul Fatimah, who stated that using pictures is useful for presenting new grammatical and vocabulary items. 42 This activity could stimulate the students to mention new words based on their background knowledge through the pictures. They also could make the pattern of comparative degree themselves because of being involved in learning process. It was in line with Kaméenui, Dixon, & Camine as cited by Sanika Mokashi et.al. 43 who stated that the students learn vocabulary more effectively when they are directly involved in constructing meaning rather than in memorizing definitions or synonyms.

The last in the third cycle, the students were used to learning vocabulary through board work activities and they were always enthusiastic because the activities were enjoyable. It was in accordance with Sanika Mokashi et.al. who

⁴¹ Mario Rinvolucri, *Grammar Games...* 24 ⁴² Chusnul Fatimah, *Using Comics ...* 20

⁴³ Sanika Mokashi et al, *Ibid*, 2

said that games serve the important function of keeping the children's interest alive in the classroom, adding a fun element to regular coursework and to reduce levels of anxiety thus contributing to better learning.44 The researcher applied bigger and more colorful pictures to be accessible for whole students. Through these board work activities, the students were allowed to work collaboratively and participate in group discussion. They were also easy to remember new vocabulary they found on the pictures. It was similar with Sanika Mokashi et.al. who stated that board work activities aspecially reward a good active vocabulary, creativity and good communication. They are also useful for developing children's vocabulary through repetitive play, with family or friends. 45 Furthermore, it was in accordance with one of the benefits of learning with board work which enable effective student retention and review about the lesson. 46 All of the students could identify verb, noun and adjective, so their vocabulary get improved. 85,71% of students were active in the class and they were motivated in learning vocabulary because of enjoyable board work activities applied.

The application of board work activities could be said successful and effective to enrich students' vocabulary if the students were motivated and interested in learning through it and they participated actively during the class.

Based on the questionnaire, it was divided into 8 points which were (1) the students' opinion about their vocabulary score before the application of board

⁴⁴ *Ibid*. 2

⁴⁵ Sanika Mokashi et al, Designing for Children... 2

⁴⁶ Interactive Whiteboards... 10

work activities, (2) their interest in learning English and vocabulary, (3) more activities through board work activities in learning vocabulary, (4) the technique, (5) the topic, (6) board work activities in learning vocabulary, (7) vocabulary input, and (8) their vocabulary improvement.

The students' vocabulary mastery was still low. Some of them got score less than 75. It could be seen in the tabulation that there were just 64,29 % of the students got score more than or equal to 75. It was based on pretest done before board work activities applied. All students liked learning English subject and 92,86% of the students liked learning vocabulary. They agreed to get more activities in learning vocabulary through board work activities. They are enthusiastic and interested in the activities given during the class. 75% of the students also agreed that the technique of the teaching and learning given were understandable. 82,14% of the students were interested in the topic taught and 94,42% of them kept spirit in learning vocabulary because the topic was interesting. 92,86% of the students enjoyed board work activities in learning vocabulary and 71,42% of them agreed that the application of board work activities was understandable. All the students found the difficult words during learning process through board work activities, but 89,29% of them were enthusiastic to understand and know its meaning. 89,29% of students got improvement on their vocabulary after board work activities had been applied. It could be seen from the result of each cycle. There was significant improvement of their vocabulary score from the first cycle up to the third cycle.

During the application of board work activities, the students got improvement on their vocabulary. It can be seen by the result of students' vocabulary score. There were students' vocabulary improvements from the first cycle up to the third cycle.

In the first cycle, the average score of students was in accordance with the indicator of achievement which was about 75,53. But only 60,72% of students who passed the minimum score and 39,28 % of them still got score less than 75. According to the criteria of success, all students should pass the minimum score (KKM). So, it should be continued to the second stage to achieve indicator of achievement and minimum score targeted. While in the second cycle, students' average score increased about 77,5 and most of them had good score. But 42,85 % of students still got less than 75. According to the criteria of success, the minimum score is 75. So, the third cycle was needed in order that they got goal of vocabulary class.

Based on the result of score in the third cycle, students' average score was increased from 77,5 to 86,79. In this cycle, most of their score increased. Even some of them got 100. It means that students got their goal and the cycle was end.

Overall, it could be concluded that the application of board work activities could enrich students' vocabulary.