

## 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 officially 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		
	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.<sup>32</sup> 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 1<sup>st</sup>, 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

<sup>32</sup> Based on interview with the English teacher on Tuesday, May 3<sup>rd</sup>, 2011 at 03.00pm



- 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 5<sup>th</sup> 2011 from 01.30 to 02.50 pm during the class, it was found that in pre-activity, 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 2<sup>nd</sup> 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 11<sup>th</sup> 2011 from 03.15 to 03.45 pm, there were two absent students. The result of pretest is presented in the following table.



28	Fitria Hikmah Al Maulidah	82	successful
	<b>Total of Score</b>	<b>1701</b>	
	<b>Average Score</b>	<b>65,42</b>	

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 12<sup>th</sup> 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.

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

## STUDENTS' PARTICIPATION CHECKLIST

NO	NAME	FIRST CYCLE					
		PARTICIPATION				A C T I V E	P A S S I V E
		1	2	3	4		
1	AYU INDAH S						
2	CICI NUR FARADILAH			V		V	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
7	EVI NUR AINI						V
8	FINURIL AJIZAH			V		V	
9	HERI PURWANTO			V		V	
10	INDAH YULI RAMADIANTI		V		V	V	
11	IRMA WIJAYANTI						V
12	IWAN DWI NUGROHO	V				V	
13	LINDAH NUR K. S.			V		V	
14	LULUS ERWINA S.	V				V	
15	LUTVIANA DWIL.						V
16	M. TAUFIK HIDAYAT						V
17	REKA SETIAWATI	V		V		V	
18	SETYO SAMPURNO						V
19	SINTA LESTARI			V		V	
20	SITI WAKIDATUL FITRIAH		V				V





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

### 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.

### i) 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



**b) Acting**

In pre-teaching activity, the researcher elicited the topic to activate students' schemata about the lesson. She showed the cut-up 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.

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.

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' PARTICIPATION CHECKLIST

NO	NAME	SECOND CYCLE					
		PARTICIPATION				A C T I V E	P A S S I V E
		1	2	3	4		
1	AYU INDAH S			V		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.		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				V
16	M. TAUFIK HIDAYAT	V				V	
17	REKA SETIAWATI			V	V	V	
18	SETYO SAMPURNO			V		V	
19	SINTA LESTARI	V		V		V	
20	SITI WAKIDATUL FITRIAH		V				V
21	TANTI RISQI F.		V	V		V	
22	TEGUH HARIANTO		V				V

23	TUTUT DIAN WAHYU W.		V		V	V	
24	VINGKY NUR ARIFIN	V				V	
25	YOGA JORGI P.				V	V	
26	YOLA MAZIATUS S.			V	V	V	
27	YONGKI WAHYUDI			V		V	
28	FITRIA HIKMAH AL MAULIDAH	V				V	

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 Jorgghi 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

### d) Reflecting

### 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

## ii) Next action

#### 4) Third Cycle

### a) Planning

Like in the previous cycle, the researcher used reflection on second cycle as basic preparation for acting stage in this



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' PARTICIPATION CHECKLIST

NO	NAME	THIRD CYCLE					
		PARTICIPATION				A C T I V E	P A S S I V E
		1	2	3	4		
1	AYU INDAH S	V		V		V	
2	CICI NUR FARADILAH		V	V		V	
3	DIAN ANTONI			V	V	V	
4	DIYAH SHOIFATUL K. N.	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
9	HERI PURWANTO		V		V	V	
10	INDAH YULI RAMADIANTI	V		V		V	
11	IRMA WIJAYANTI						V
12	IWAN DWI NUGROHO			V	V	V	





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.

### 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.



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%







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,<sup>35</sup> 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 checklist 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 Syaifudin<sup>36</sup> 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.<sup>37</sup> 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







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.

