CHAPTER IV
RESULT AND DISCUSSION

A. The Result of the Research

Based on the pre-observation and also interview with the English teacher of second grade SMP Muhammadiyah 3 Purwokerto, the researcher found some problems dealing with the students’ vocabulary in teaching learning process. After knowing the problems, the researcher and the collaborative teacher discussed how to solve the problems that happened in the teaching of vocabulary through Charades game in the form of Classroom Action Research.

The research was carried out in two cycles that covered planning, acting, observing and reflecting. One cycle consisted of two actions, and each action was conducted in one meeting with the duration of 2x40 minutes. This research was conducted from Wednesday, 18th November, 2015 through Tuesday, December 1st, 2015.

1. Implementation of the Cycle 1

a. Planning

To solve the problem of teaching vocabulary effectively, the researcher tried to make a plan in the cycle based on the problem that were being faced by the students in teaching learning process.

This phase began with identifying the students’ problem in teaching learning process, and identified that the plans that the researcher and the collaborative teacher assigned were; first, arranging the action through Charades game as a technique that had been decided by the researcher based on the pre-observation and pre-test data.
Secondly, preparing the lesson plan that would be taught to the students through Charades game as a technique. Third, the researcher prepared the observation sheet to observe the teaching learning process. It was planned to get some data from the students and teacher’s activities in teaching learning process.

b. Acting

Teacher carried out the teaching and learning process of vocabulary through Charades game focusing on the lesson plan.

The implementation of Cycle 1, Action 1 was as follows:

1) Pre-activity
   a) Teacher greeted the students and asked them about the previous material
   b) Teacher explained the material of describing thing and the technique of Charades game clearly.

2) Main Activity
   a) Teacher asked the students to make group and give different words for each group.
   b) Students identify the text and demonstrate the words by gesturing.
   c) The other students guessed the meaning of each word and spelled it out.

3) Teacher Post Activity
   a) Teacher gave the opportunity to the students to ask the difficulties about the vocabulary in teaching learning process.
   b) Teacher and students discussed the difficulties together.
   c) Teacher closed the teaching learning process.

The implementation of Cycle 1, Action 2 was as follows:
1) Pre-activity
   a) Teacher greeted the students and asked the students about the previous material.
   b) Teacher explained the material of describing animal and the technique of Charades game clearly.
2) Main Activity
   a) Teacher asked the students to make group and give the words for each group.
   b) Students identify the text and demonstrate the words by gesturing.
   c) The other students guessed the meaning of each word and spelled it out.
3) Post-activity
   a) Teacher gave the opportunity to the students to ask the difficulties about the vocabulary in teaching learning process.
   b) Teacher and students discussed the difficulties together.
   c) Teacher closed the teaching learning process.

c. Observing

   The observation result of students’ activity in Cycle 1 could be described in the following figure:
The percentage of the students’ activities during the Cycle 1 can be seen in the following table:
Based on the data above, the average of students’ activity of action 1 and action 2 in the first cycle was 18.89%. The students were still passive in joining the teaching learning process; it could be seen from the students’ activity above. The students’ activity in action 1 was 11.11% and action 2 showed 26.67%. It meant that there were the students didn’t answer the words correctly and didn’t follow the teaching learning process well.

d. Reflecting

The implementation of Charades game in Cycle 1 showed that the result didn’t show the progress of the students’ activity. The students’ vocabulary also didn’t improve. The students still couldn’t answer the words correctly and followed the English teaching learning process actively.
e. Evaluating

In the end of this cycle, an evaluation test was took place to figure out the achievement of the students’ vocabulary result:

Table 6

<table>
<thead>
<tr>
<th>No.</th>
<th>Achievement</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lowest score</td>
<td>40</td>
</tr>
<tr>
<td>2</td>
<td>Highest score</td>
<td>78</td>
</tr>
<tr>
<td>3</td>
<td>Score average</td>
<td>67.07</td>
</tr>
<tr>
<td>4</td>
<td>Learning completeness (%)</td>
<td>62.96%</td>
</tr>
<tr>
<td>5</td>
<td>Learning incompleteness (%)</td>
<td>37.03%</td>
</tr>
</tbody>
</table>

Based on the test result done in Cycle 1, the lowest score was 40, and the score average was 67.07 of 70 in KKM which meant the class score average had not achieved the success learning from the criteria of the action success. The students still couldn’t answer the words correctly. It was because a) the students didn’t follow the teaching learning process well, b) the students didn’t pay attention to the teacher and c) didn’t get actively in the teaching learning. It made the students’ vocabulary still hadn’t achieved the good result in the post-test was 62.78 toward pre-test result was 67.04.

The students’ score improvement still couldn’t reach the learning success. The average of post-test 1 was 67.07 from the learning success was 70 from KKM. Based on the explanation previously, it can be concluded that Cycle 2 needed to be done in
order to get the improvements of students’ vocabulary in teaching learning process. The plans were made to revise the previous cycle. The plans for Cycle 2 were:

1) The teacher tried to give more chances to the students to be active in teaching learning process by improving the frequency of asking how to answer the words correctly.

2) The teacher gave more motivation to the students to be more active in guessing the words. So the students were not shy in answering the words during the teaching learning process.

3) Charades game technique would be designed for higher contribution in the teaching learning process of vocabulary. It was proved that the students’ frequency in answering and spelling the words correctly increased. The students would be more active in joining the teaching learning process.

The students’ activity in the teaching learning process in Cycle 1 increased, but the researcher and the collaborative teacher decided to maximize the teaching learning process in the next cycle to make the result of post-test increase more significant from the pre-test.

2. Implementation of the Cycle 2

a. Planning

The researcher and the collaborative teacher decided to conduct the next cycle after identifying the problems that had been found in Cycle 1. In order to get better result from the Cycle 1, the first step to be done is by planning the action that
would be done in Cycle 2 based on the reflection on Cycle 1. Basically, Cycle 2 was
the same as Cycle 1. The plans for action 2 were follows:

1) The researcher and the collaborative teacher prepared the lesson plan that would be
taught to the students in Cycle 2. The topics were different with Cycle 1 and related
to the syllabus.

2) The researcher and the collaborative teacher also prepared the same observation
sheet as the Cycle 1 to observe the students’ activity in teaching learning process. It
was planned to get some data from students’ activity during the teaching learning
process.

3) The teacher gave motivation for the passive students. It was hoped the students
would be more active in class activity than before in cycle 1.

b. Acting

Teacher carried out the teaching and learning process of vocabulary through
Charades game focusing with lesson plan. The implementation of Cycle 2, Action 1
was as follows:

1) Pre-activity

   a) Teacher greeted the students and asked the students’ about the previous material

   b) Teacher explained the material of describing people and the technique of
      Charades game clearly.

2) Main Activity

   a) Teacher asked the students to make a group and give the words for each group.

   b) Students identify the text and demonstrate the words by gesturing.

   c) The other students guessed the meaning of each word and spelled it out.
3) Post-activity
   
   a) Teacher gave the opportunity to the students to ask the difficulties about the vocabulary in teaching learning process.
   b) Teacher and students discussed the difficulties together.
   c) Teacher closed the teaching learning process.

   The implementation of Cycle 2, Action 2 was as follows:

   1) Pre-activity
      
      a) Teacher greeted the students and asked the students’ about the previous material.
      b) Teacher explained the material of describing people and the technique of Charades game clearly.

   2) Main Activity
      
      a) Teacher asked the students to make a group and give the words for each group.
      b) Students identify the text and demonstrate the words by gesturing.
      c) The other students guessed the meaning of each word and spelled it out.

   3) Post-activity
      
      a) Teacher gave the opportunity to the students to ask the difficulties in teaching learning process.
      b) Teacher and students discussed the difficulties together.
      c) Teacher closed the teaching learning process.

   c. Observing

   The percentage of the students’ activities during the Cycle 2 can be seen in the following table:
Based on the data above, the average of students’ activity increased. It could be seen from the improvement of each student’s activity of learning vocabulary. The average of students’ activities improved, the average of action 1 was 38.52 %, and action 2 was 57.78 %. The improvements of students’ activities in action 1 and action 2 could be seen in the following figure:

Table 7  
Observation Result of Students’ Activities in Cycle 2

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Action 1 (%)</th>
<th>Action 2 (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Practicing Charades game appropriately</td>
<td>18.51</td>
<td>29.63</td>
</tr>
<tr>
<td>2</td>
<td>Getting involve actively in the group</td>
<td>62.96</td>
<td>77.78</td>
</tr>
<tr>
<td>3</td>
<td>Answering the vocabulary fluently</td>
<td>37.04</td>
<td>59.26</td>
</tr>
<tr>
<td>4</td>
<td>Asking the difficult words to practice</td>
<td>11.11</td>
<td>33.33</td>
</tr>
<tr>
<td>5</td>
<td>Getting participate actively in learning</td>
<td>62.96</td>
<td>88.89</td>
</tr>
<tr>
<td></td>
<td>Total of action</td>
<td>192.58</td>
<td>288.89</td>
</tr>
<tr>
<td></td>
<td>Average of action</td>
<td>38.52</td>
<td>57.78</td>
</tr>
<tr>
<td></td>
<td>Average in cycle 2</td>
<td>48.15</td>
<td></td>
</tr>
</tbody>
</table>
Based on the data above, the average of students’ activity increased. It could be seen from the improvement of each student’s activity in learning vocabulary. The average of students’ activities in Cycle 2 improved, action 1 was 38.52 %, and action 2 was 57.78 %. Most of students become more active during the teaching learning process, especially in learning vocabulary. The students could answer the words correctly and spelled them. It indicated that teaching vocabulary through Charades game could improve the students’ vocabulary.

d. Reflecting

The result of the implementation of Cycle 2 became the source to make reflection toward the teaching learning process. The results of reflection in Cycle 2 were as follows:
a. The students felt happy because the students could answer the words and spelled English well after the teacher implemented Charades game technique in teaching learning process.

b. There were improvements of students’ activity which included answering and spelling the words correctly and also being active in teaching learning process.

e. Evaluating

To measure the target of teaching vocabulary in the end of Cycle, the researcher and the collaborative teacher administrated the evaluation by using test to measure the students’ vocabulary in English teaching learning process. The result of students’ vocabulary test could be seen in the following table:

<table>
<thead>
<tr>
<th>No.</th>
<th>Achievement</th>
<th>Result</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Lowest score</td>
<td>79</td>
</tr>
<tr>
<td>2</td>
<td>Highest score</td>
<td>98</td>
</tr>
<tr>
<td>3</td>
<td>Score average</td>
<td>88.18</td>
</tr>
<tr>
<td>4</td>
<td>Learning completeness (%)</td>
<td>100</td>
</tr>
<tr>
<td>5</td>
<td>Learning incompleteness (%)</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on the data above, the students’ vocabulary improved. The lowest score was 79 from the post-test 1 was 40. The highest score also improved became 98 and the learning completeness also improved became 100%. That indicated that teaching English through Charades game could improve the students’ vocabulary.
B. Discussion

Based on four actions that were done in the class, the researcher and the collaborative teacher discussed the whole result of the action. From the discussion, the researcher and the collaborator teacher concluded that the actions that were done in the class succeeded in improving students’ vocabulary in English class through Charades game technique at first grade of SMP Muhammadiyah 3 Purwokerto because the students’ vocabulary test result achieved the criteria of the action success. It could be seen from the data that were collected from observation and questionnaire. The improvements of students’ activities in Cycle 1 and Cycle 2 could be seen in the following table:
Table 9
The Result of Students’ Observation

<table>
<thead>
<tr>
<th>No.</th>
<th>Activities</th>
<th>Cycle 1</th>
<th></th>
<th>Cycle 2</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Action 1 (%)</td>
<td>Action 2 (%)</td>
<td>Action 1 (%)</td>
<td>Action 2 (%)</td>
</tr>
<tr>
<td>1</td>
<td>Practicing Charades game appropriately</td>
<td>7.41</td>
<td>11.11</td>
<td>18.51</td>
<td>29.63</td>
</tr>
<tr>
<td>2</td>
<td>Getting involve actively in the group</td>
<td>14.81</td>
<td>40.74</td>
<td>62.96</td>
<td>77.78</td>
</tr>
<tr>
<td>3</td>
<td>Answering the vocabulary fluently</td>
<td>14.81</td>
<td>22.22</td>
<td>37.04</td>
<td>59.2</td>
</tr>
<tr>
<td>4</td>
<td>Asking the difficult words to practice</td>
<td>0</td>
<td>11.11</td>
<td>11.11</td>
<td>33.33</td>
</tr>
<tr>
<td>5</td>
<td>Getting participate actively in learning</td>
<td>18.52</td>
<td>48.15</td>
<td>62.96</td>
<td>88.85</td>
</tr>
<tr>
<td></td>
<td>Total in Each Action</td>
<td>55.55</td>
<td>133.33</td>
<td>192.58</td>
<td>288.89</td>
</tr>
<tr>
<td></td>
<td>Average in each action</td>
<td>11.11</td>
<td>26.67</td>
<td>38.52</td>
<td>57.78</td>
</tr>
<tr>
<td></td>
<td>Average in cycle</td>
<td>18.89</td>
<td></td>
<td>48.15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Improvements of Cycle 1 to Cycle 2</td>
<td></td>
<td></td>
<td><strong>33.52</strong></td>
<td></td>
</tr>
</tbody>
</table>

Based on the data above, the average of students’ activity increased. It could be seen from the improvement of each student’s activity learning vocabulary. The average of students’ activities improved, Cycle 1 was 18.89 %, and Cycle 2 was 48.15 %. The improvements of students’ activities in Cycle 1 and Cycle 2 could be seen in the following figure:
Based on the data presented above, it could be seen that students’ activeness improved from Cycle 1 to Cycle 2. It happened because students were ready and confident in the English class. The students felt happy with Charades game technique because the students could answer and spell the words correctly and fluently. Almost students looked more enthusiastic and courageous in following the teaching and learning process. The improvements of students’ activeness in each Cycle were as follow:

a. Cycle 1

1) Practicing Charades game appropriately was 7.41% it became 11.11% in action two.
2) Getting involved actively in the group was 14.81% it became 40.74% in action two.
3) Answering the vocabulary fluently was 14.81% it became 22.22% in action two.
4) Asking the difficult words to practice was 0% it became 11.11% in action two.

5) Getting involved actively in learning was 18.52% it became 48.15% in action two.

b. Cycle 2

1) Practicing Charades game appropriately was 18.51% it became 29.63% in action two.

2) Getting involved actively in the group was 62.96% it became 77.78% in action two.

3) Answering the vocabulary fluently was 37.04% it became 59.26% in action two.

4) Asking the difficult words to practice was 11.11% it became 33.33% in action two.

5) Getting involved actively in learning was 62.96% it became 88.89% in action two.

Based on the pre-test and post-test that had been done to the students to know the students’ vocabulary before and after the implementing of Charades game. The result of the test could be seen in the following table:

<table>
<thead>
<tr>
<th>TEST</th>
<th>TOTAL</th>
<th>AVERAGE</th>
<th>LEARNING COMPLETENESS</th>
<th>CRITERIA</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Test</td>
<td>1695</td>
<td>62.78</td>
<td>55.55%</td>
<td>POOR</td>
</tr>
<tr>
<td>Post-test 1</td>
<td>1811</td>
<td>67.07</td>
<td>62.96%</td>
<td>ENOUGH</td>
</tr>
<tr>
<td>Post-Test 2</td>
<td>2381</td>
<td>88.18</td>
<td>100%</td>
<td>VERY GOOD</td>
</tr>
</tbody>
</table>

From the result of the test above, it could be seen that the result of students’ vocabulary test improved in each test. The score average of pre-test was 62.78, post-test 1 was 67.07, and post-test 2 was 88.18. The score improvement in post-test 1 was 4.29% toward pre-test. The score improvement in post-test 2 was 21.11% toward post-test 1. The improvements of students score in vocabulary test could be seen in the following figure:
The figure above showed that the average of students’ score was improved in each test. The score average of pre-test was 62.78 improved 67.44 in post-test 1, and became 88.18 in post-test 2. Based on those result, students’ vocabulary improved through Charades game technique in learning English.

In this research, the vocabulary aspects that were focused were vocabulary meaning and spelling. The result of the vocabulary aspects could be known from the pre-test and post-test result. It could be seen from the following figure:
The Result of Students’ Competence of Vocabulary Meaning and Spelling

Figure 5 describes the students’ competence of vocabulary meaning on pre-test, post-test 1 and post-test 2. The average score of students’ competence of vocabulary meaning was 52 in pre-test, 65 in post-test 1 and 72 post-test 2. While the result of students’ vocabulary spelling was 54 in pre-test, 67 in post-test 1 and 77 in post-test 2. It meant that the students’ competence of vocabulary meaning and spelling improved in post-test. Based on the explanation previously, it could be concluded that, the students had better result in both aspects in post-test.

Having implemented Charades game, the researcher gave questionnaire to the students. It was needed to know students’ response toward the actions, and their opinions of the English teaching learning process of vocabulary after implementing Charades game. In
this matter, the researcher provided some questions to the students. It conducted on Monday, 30th December 2015. It started at 08.30 a.m. and finished at 09.00 a.m.

The result of the questionnaire also showed the same positive responses toward the implementation reading Charades game technique. The researcher and the collaborator teacher were satisfied with the result. Most of the students answered “yes” on the questionnaire sheet which consisted of questions about English teaching learning process through Charades game technique, and also the effect of Charades game technique to the students’ vocabulary. The result of the questionnaire could be seen in the following figure:

**Figure 6**

*The Result of Questionnaire*

From the closed questionnaire, the researcher found that most of the students enjoyed in following the lesson and most of the students were active in English class through Charades game technique. The first indicator showed the highest response of the students answered “yes” from the questions whether the students felt happy in English class through
Charades game technique. The forth indicator also showed high response. The students could answer and spell the words correctly. The tenth indicator also showed high response that students agreed if the teacher continue using Charades game in English class. It means the students gave positive response toward Charades game in English class because this technique made the students answer and spell the words correctly and fluently and also made the students more active in following the teaching learning process. The complete result of students’ response from questionnaire could be seen in the appendix.

Having implemented Charades game to teach vocabulary, the researcher did interview with the teacher. It was conducted on Tuesday, 1st December 2015 after finishing Cycle 1 and Cycle 2. It started at 09.00 a.m. and finished at 09.15 a.m. It was done to know the teacher’s response after implementing Charades game to teach vocabulary through CAR.

In this case, the researcher gave the following questions:

1) The general condition in English teaching learning process
2) The students’ activeness in following the teaching learning process
3) The students’ achievement
4) The difficulties faced by the teacher during the implementation of Charades game.

Based on the result of the interview with the collaborator teacher, the teacher stated that teaching and learning process of vocabulary through Charades game was very good. It was because Charades game technique made the students could answer and spell the words correctly and fluently. Comparing with the teaching learning process of vocabulary without through Charades game, the students could not remember the words. It was different from the result of implementing Charades game. The students became more active in answering and spelling the words.
The students’ activeness influenced the achievement in learning English, especially vocabulary. The students could answer and spell the words correctly. The teacher did not face difficulties in implementing Charades game to teach vocabulary.