

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter present the result and discussion of research. The data collected from interview, observation, and documentation which are discussed based on the theory and concept from the previous chapter. This chapter is presented based on the research problem stated in the first chapter.

A. Finding

In this section, the researcher explains about the result of how does the teacher use back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong, How do the student's response on the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong, and the advantages of use back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong.

To obtain the data researcher conducted a research an observation for two meetings. The first meeting was on Sunday, 01 March 2020 and the second meeting was on Sunday, 08 March 2020. For the first meeting, the time was 90 minutes, where the researcher used it to observation in order to know how the teacher use back to the board game in teaching vocabulary and interview the teacher. For second meeting, the researcher used it to interview the students.

On the use back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Dukong, the researcher will describes on two step, they are teacher's role and student's role. To know more about the explanation clearly, the researcher will explain as follow:

1. The Use of Back to the Board Game in Teaching Vocabulary at Tenth Grade of MA As-salafiyah Sumber Dukong pakong.

The first observation was conducted by the researcher in order to know the English teacher use back to the board game in teaching vocabulary, it was conducted by the researcher on 01, March 2020, it was started at 08.20 until 09.40. in this case, the researcher entered to the classroom especially at tenth grade with the English Teacher directly. All of the students at tenth grade of Senior High School As-salafiyah Sumber Dukong Pakong consist of eighteen student and all of them are females.

In this case, the English teacher use back to the board game in teaching vocabulary directly at tenth grade and the researcher seen the process of use back to the board game in teaching learning process, on the use of back to the board game, the English teacher has same way or procedure with the theory in chapter II about procedure of back to the board game. So, between the teacher's way and the teory has same procedure on play back to board game.¹

On the use of back to the board game here, the English teacher used based on the lesson plan which was made by him, lesson plan was one of

¹ Based on Observation on Sunday, March 01, 2020 at 08: 20-09:40 o'clock

documentation list which got from the English teacher. The English teacher applied the technique based on the lesson plan, the points on the lesson plan was applied by the English teacher sequencely, so, the researcher easy to find the result of research. While, the student's activities on teaching learning process, the first, the English teacher explained back to board game and then the English teacher use back to the board game after it. The researcher also explained about teaching learning activity which contained two part on use back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong. They are Teacher's Role and Student's Role.

a. Teacher's Role

1. Introduction or Pre-Teaching

It is the first section of teaching and learning process before the English teacher teaches in the classroom use back to the board game on teaching English vocabulary, it is showed by:

- a. The English teacher enter to the tenth grade and give greeting to the students and pray together.

English teacher : "Assalamualaikum warahmatullahi Wabarakatuh"

Students : " wa'alaikumsalam warahmatullahi wabarakatuh",

English teacher: "Hello my students, how are you today?"

Students : "Iam fine, how about you sir?"

English teacher: "Iam fine too, thanks",

- b. The English teacher checked the student's attendance list or presence, here, there were eighteen students.
 - c. The English teacher given warming up to the students that suitable with the topic that the English teacher will teach.
 - d. The English teacher explained the material about teaching vocabulary with use guess game, its name is back to the board game.
 - e. The English teacher given several word about vocabulary that related with example to the students
 - f. Then, the English teacher explained to the students about back to board game
- 1).



The English teacher explained the materials about vocabulary and also inform to the students that they will practice the

vocabulary with playing back to the board game, and the teacher tell what is back to the board game and the role of the game.

2. The English teacher divide students into two teams or groups

On play back to board game here, the English teacher divided students into two group, the first is group A and the second is group B. Each group consist nine students.

2).



The English teacher started the playing back to the board game with decided the tenth grade into two group and also the teacher prepared two chair in front of them.

3. The English teacher asks one of students from each groups for sits on a chair with their back to the board

In this role, the English teacher started the game with asked one of students from each group for sits on a chair in fron of board, and one

students here that will guess a word on the board without seen on the board.

3).



The English teacher asks one of each group to sit on chair that prepared by the teacher. The students sit on a chair as guesser and other students from each group help us to guess word correctly with describes the word on the board without using the actual word.

4. The English teacher write several word on the board

Here, the English teacher will write several word on the board. And this words will become key reply from this guess game.

4).



When the English teacher write the word on the board and this word that will guessed by the students on playing back to the board game.

5. The English teacher given point for each group and the most point at the end of game as wins.

In this role, that the game finished and then the English teacher write the point on the board from each group. Group has high point will become a winner.

5).



When the English teacher given point to each group, groups with high score as winner on playing back to the board game.

b. Student's Role

1. The all students as players on back to the board game

On play use back to the board game here, all students as players, one of students sits on the chair as guesser and other students from each groups will try describes the words or guess word on the board.

2. One of students from each groups sits on a chair with their back to the board by turns

In this role, the students from each groups will sits on a chair by turns as guesser. So, not only one students that will become as guesser but all students will become guesser.

1).



When the students sit on a chair by turns that prepared by the teacher on playing back to the board game.

3. The players on chair cannot see the word on the board but the rest of the team can

So, on play this game the players sit on chair as guesser cannot see the word on the board but the rest of the group that can see word on the board.

2).



This picture showed that the students sit on chair as guesser cannot see the word on the board but the other students from each group that can see the word on the board.

4. The groups must try describes the word on the board to the student sits on a chair from their group without using the actual word

In this role, from each group didn't sit on chairs as guesser they will try to explain and describe to his or her friends sited on chair as guesser.²

² Based on the researcher's Observation and documentatio on Sunday, 01 March 2020 at 08:20 am at Tenth Grade.

3).



When the students describing the word on the board to their friend and also the teacher give intructions and observe on playing back to the board game.

2. The Student's Responses on the Use of Back to the Board Game in Teaching Vocabulary at Tenth Grade of MA As-salafiyah Sumber Duko Pakong.

The student's responses on the use of back to the board game in teaching vocabulary can be known based on the result of observation, documentation and interview to the English teacher and the students that is done by the researcher. The student responses are good. All of student are having fun, self confidence, spirited and interested to learn English vocabulary when the English teacher used "back to the board game" the

statement had supported by the student's interview on Sunday, 08 March 2020.



This picture showed when the researcher interviewed with the students about their responses on the use back to the board game in teaching vocabulary that used by the English teacher.

Based on the interview with the students at tenth grade of MA As-salafiyah Sumber Duko Pakong. The researcher can know that they feel fun, enjoyable and interested in joining the class especially on learning vocabulary, this game can help the students more active, more confidence and improve their ability on vocabulary. The researcher concludes that student's responses are good. When the researcher was doing some interview to the students about the teacher's strategies that the use of back to the board game in teaching vocabulary their responses are:

Khoiriyah

“Menurut saya game ini sangat menyenangkan dan bagus, dan sangat cocok untuk diterapkan di sekolah-sekolah agar tidak boring selama pelajaran. Game ini juga bisa mereflex otak untuk tenang,

game ini juga dapat dijadikan pembelajaran untuk materi-materi yang sulit dipahami untuk lebih mudah di pahami”.³

Nur Kholifiyah

“Menurut saya game ini cukup efektif untuk mengatasi rasa bosan dalam penguasaan vocabulary apalagi bagi siswa yang kurang minat dalam bahasa Inggris, setidaknya game ini bisa membuat mereka untuk lebih tertarik, dengan variasi metode pelajaran yang sungguh dan pastinya menyenangkan. Jadi rasanya di dalam kelas itu tidak bosan apalagi ngantuk. Secara tidak sadar game ini kembali mengasah otak untuk mengingat kosa kata yang mereka hafalkan walaupun hanya sebatas permainan”.⁴

Fadilatus Zahrah

“Sangat baik dan seru, karena selain bisa meningkatkan kosa kata bisa mereflex otak dalam belajar bahasa Inggris, tidak bosan dan jenuh dalam proses belajar mengajar dengan adanya game ini kita bisa lebih percaya diri dan menambah pelajaran baru, bisa mengingat kembali kosa kata yang hampir di lupakan dan lebih semangat dari sebelumnya dan bisa menguji kemampuan otak”.⁵

Ayu Wahyuni Fitriyah

“Menurut saya game ini sangat menyenangkan dan bagus, bisa menambah wawasan dalam menghafal vocabulary, semangat dalam belajar, menjadi lebih tau kosa kata yang lain”.⁶

Based on the interview above with some students at tenth grade of MA

As-salafiyah Sumber Duko Pakong, the researcher can conclude that the

³ Khoiriyah, the students of Tenth Grade of MA As-salafiyah Sumber Duko Pakong, Direct Interview, (on Sunday, 08 March, 2020).

⁴ Nur Kholifiyah, the students of Tenth Grade of MA As-salafiyah Sumber Duko Pakong, Direct interview, (on Sunday, 08 March, 2020).

⁵ Fadilatus Zahroh, the students of Tenth Grade of MA As-salafiyah Sumber Duko Pakong, Direct Interview, (on Sunday, 08 March, 2020).

⁶ Ayu Wahyuni Fitriyah, the students of Tenth Grade of MA As-salafiyah Sumber Duko Pakong, Direct Interview, (on Sunday, 08 March, 2020).

student's responses on the use of back to the board game in teaching vocabulary are good. This game can help the students to be active and spirit on learning process. And also they can learn better from before it. This game made them fun and enjoyable, more easy to understand and also more confidence.

Eriyanto said:

“I used this game, because there are many part of teach by using of the vocabulary. Back to the board game, i think this is so nicely and so happily to the students because of i see social function of the students other used that enthusiastic the students are very good and easy to memorize and easy to understand to the students”.⁷

After doing the observation to the classroom, interview with the English teacher and the tenth grade of students, and also from taking the documentation of all, the researcher can gets the result on the use back to the board game in teaching vocabulary that this game has positive response from the teacher and students. The researcher will show it.

- a. The students enjoy the lesson happily on the use back to the board game

When the activity was running and time was over, the students seemed like having fun and enjoyable with the game in the class. Is supported by the researcher interview about students response about the game that their fun and enjoyable.

- b. Interesting

⁷ Eriyanto, The English Teacher of MA As-salafiyah Sumber Duko Pakong at Tenth Grade, Directly Interview, (on Sunday, 01 March 2020).

After the students was having fun the students felt interesting to study in the class, this game can help the students to more spirit on learning English, the class become more life and the students that has interest in English subject become more active to improve their skill English and they can't has interest in English subject will interest to learn English.

- c. The game can make the students more active from before it

Based on the fact, the students sometimes feel bored to learn English until make them can't active in the class however use this game very help the English teacher to make the class become life or active. So, the students can't active become more active.

- d. The game can make the students more confidence

for the students has feel shy in the class, they has bravery to speak English with friends and other, until make them more confidence.

- e. The students more easy to understand to learn English

To learn English the students has difficulty to understand, however use this back to the board game can helped the English teacher and the students to easy understand the English vocabulary and make the students to improve their ability.

3. The Advantages of the Use of Back to the Board Game In Teaching Vocabulary at Tenth Grade of MA As-salafiyah Sumber Duko Pakong.

Based on the observation and interview have done by the researcher, the researcher can conclude that the use back to the board game in teaching learning process especially in teaching vocabulary can help the teacher and

the students to get goal of teaching learning. The researcher found that the English teacher of MA As-salafiyah Sumber Duko Pakong used back to the board game in teaching vocabulary. The English teacher use back to the board game in teaching learning process because this game important to easy to understand to learn English vocabulary, and then the game not make boring and make enjoyable in teaching learning process especially in teaching vocabulary. The students said that:

Khoiriyah

“ Menurut saya mamfaat back to board game ini yang pertama. Semangat dalam belajar, mengetahui vocabulary yang rendah, menambah wawasan dalam menghafal vocabulary, dan juga bisa percaya diri”.⁸

Nur Kholifah

“Menurut saya game ini dapat meningkatkan kosa kata, melatih mental siswa untuk lebih percaya diri dalam berbicara menggunakan bahasa Inggris, semangat belajar khususnya bagi yang minat dalam bahasa Inggris, sedangkan untuk yang tidak minat game ini juga bisa membuat meraka tertarik untuk belajar bahasa Inggris”.⁹

Fadilatus Zahrah

“Dengan adanya game ini kita bisa lebih percaya diri, dan menambah pelajaran baru, bisa mengingat kembali kosa kata yang hampir dilupakan, semangat dari sebelumnya, dan bisa menguji kemampuan otak”.¹⁰

Ayu wahyuni Fitriyah

⁸ Khoiriyah, The Students of Tenth Grade of MA As-salafiyah Sumber Duko Pakong, Direct Interview, (On Sunday, 08 March 2020).

⁹ Nur Kholifiyah, The students of Tenth Grade of MA As-salafiyah Sumber Duko Pakong, Direct Interview, (On Sunday, 08 March 2020).

¹⁰ Fadilatus Zahroh, The students of Tenth grade of MA As-salafiyah Sumber Duko Pakong, Dierct Interview, (on Sunday, 08 March 2020).

“ Menurut saya bisa menambah semangat dalam belajar, bisa menghafal kosa kata yang tidak diketahui dalam vocabulary, tidak boring di kelas, dan semangat dalam belajar”.¹¹

Based on the interview above, the back to the board game given advantages to the students in teaching learning process vocabulary at tenth grade of MA As-salafiyah Sumber Duko pakong. The advantages are:

- a) Back to the board game that the English teacher used in teaching learning process of teaching learning vocabulary help the students more easy to understand the English vocabulary and the students can find the new vocabulary.
- b) The students will be active and spirit in teaching learning process especially in teaching learning vocabulary in the class because the game make them feel fun and enjoyable not bored and sleepy. Until make their class into life when the playing game. And the students not lazy.
- c) The game can be improve their vocabulary and also improve their self-confidence
- d) The students can back remember the vocabulary that they forgot it
- e) The game can help the students to sharpen up in speaking English

So, the researcher concluded from explanation above that back to the board game has many advantages on teaching learning vocabulary. when they playing the game in teaching learning vocabulary, the students not boring and not feel sleepy, the students having fun and enjoyable when their study until make them

¹¹ Ayu Wahyuni Fitriyah, The Students of tenth Grade of MA As-salafiyah Sumber Duko Pakong, Direct interview, (on Sunday, 08 March 2020).

more active, more confidence and they also can get the new words in teaching learning process especially in teaching learning vocabulary.

B. Discussion

In this section, the researcher would like to discuss about the use of back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko pakong, the student's responses on the use back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong, and the advantages on the use back to the board game in teaching vocabulary at tenth grade of MA As-salafiyah Sumber Duko Pakong. It is presented based on the result of interview, classroom observation and taking documentation which have been done by the researcher.

1. The Use of Back to the Board Game in Teaching Vocabulary at Tenth Grade of MA As-salafiyah Sumber Duko Pakong.

Teaching learning process is one of activities in classroom, usually in teaching learning process will effectively depend on technique or methods that use by the English teacher. One of good method is game, this game is one of activities that used in teaching learning process especially in teaching vocabulary by the English teacher. The English teacher uses this game because this game is important to make students interesting and easy to accept the material. Vocabulary is central to English language teaching because without sufficient vocabulary students cannot understand others or express

their own ideas.¹² Of course, without vocabulary the students will be difficult to understand about English, so, the English teacher here used the game to help the students to increase their ability in vocabulary and the students also more active in vocabulary class.

The English teacher of Senior High School As-salafiyah Sumber Duko Pakong used back to the board game to teach English vocabulary. In chapter II Eric Hawkinson stated that Board game have been found to instill a higher level of motivation for learning, although it is still disputed as to what elements or processes in games are most essential to motivating learners.¹³ Use of a board game may increase the motivation of students to learn English , as they believe that board game is an interesting and useful method to be used at the school. It is good game that used by the English teacher because this game make students happy, enjoyable, more understand, uses this game the students easy to accept new vocabulary so the students get many vocabulary.

Based on observation, on Sunday, 01 March 2020, before the students did the activities on their class, the teacher explained the materials about vocabulary in this class. He inform to the students that they will practice with the game, namely English Back to the board game. He tells to the students about the game that want to play and he give example about this game in order to the students can understand on play back to the board game. Back to

¹² Thomas S.C, Farrel, *Teaching Vocabulary* (TESOL International Associatio, 1925),p.2.

¹³ Eric Hawkinson, *Board Game Design and Implementation for Specific Language Learning Goals*, (Japan: Seibi University, 2013),p.318.

the board game is the game that used by the English teacher, the game is the guess game.

On the theory in chapter II about procedure of back to the board game,¹⁴ divide the students into two teams, one player from each team comes to the front of the class and sits with their back to the board game, tell the two players that they are not allowed to look at the board, write three words you want the students to revise on the board behind the two players, making sure the words can be mimed, when you say “go” the two teams start miming the first word to their player sat at the front of the class, the first player to correctly guess the word scores a point for their team, the two teams then mime the second word and soon, when all three words have been guessed correctly, two new players come to the front and three new words are written on the board, play continues until everyone has had a turn guessing mimes, the team with the most points at the end of the game wins.

On playing back to the board game based on observation by the researcher the English teacher decided the students in to two groups, each groups consist of nine students. Then ask one of students from each group to sit in the chair with their back to the board as guesser and other students not sit on a chair try describe the word correctly without actual word to the friends that sit on a chair. And tenth grade started their class with use back to the board game. When the researcher saw the students is feeling fun and

¹⁴ <https://www.google.com/url?sa=t&source=web&rct=j&url=https://www.teach-this.com/images/games/back-to-the-board.pdf&ved=>

interested with that game. So, between the theory and finding has same way or procedure on playing back to the board game.

Based on the explanation in chapter II that one of a successful in teaching using game is make students fun and enjoyable in the class. Because Hadfield in Gafur the characteristics of good game is games are enjoyable.¹⁵ In this game based on the interview that students at tenth grade feel happy and enjoyable when played back to the board game, such as the picture under that they seem having fun and enjoyable on play the game.



Based on the finding of the researcher through observation, documentation and interview that the English teacher use back to the board game in teaching vocabulary. The important thing that this game was successful of teaching and learning process based on the student's responses are positive, and the class the researcher think that teacher success in teaching

¹⁵ Abd Ghofur, *applied Classroom Teaching and Learning Article's Complicatio*, (Pamekasan: STAIN Pamekasan Press,2008), 15.

by using back to the board game because all of students are enjoyable and fun with the game.

2. The Student's Responses on the Use of Back to the Board Game in Teaching Vocabulary at Tenth Grade of MA As-salafiyah Sumber Duko Pakong.

The student's responses on the use back to the board game in teaching vocabulary can be known based on the result of observation, documentation and interview to the English teacher and the students of tenth grade. The student's response are good, they feel happy, enjoyable and interested when the playing back to the board game. And this game can help the students to increase their vocabulary ability.

Start from first meeting to two meeting. The students response to the lesson given by the teacher is very good, because the materials use back to the board game can help the students to back remember the vocabulary that they forgot it. And the students can get more new vocabulary, and also the students will not feel tired or bored in the class until the students will feel more active and interested in following the lesson until finish. The students will be easier to understand the materials, and it will be easier to increase the spirit of learning. If all that was achieved, then we can conclude that these materials can already mastered by the students and teacher that we can say has been successful in conveying the material because the teacher can make the

students are very happy to follow the game and are interested in joining the learning process with back to the board game.¹⁶

Based on the result of interview that is done by the researcher to the English teacher and the students. The students response are good and active, their response are well. When the researcher interviewed the students, the students said that back to the board game made them interested, fun, enjoyable, get new knowledge, get new vocabulary and can back remember the vocabulary that they forgot it in learning process.

And based on explanation in chapter II that vocabulary is the knowledge of meanings of words¹⁷. So, with use the game the students can get new word and known more meanings of words until they can increase their skill vocabulary to remember and memorize vocabulary and based on finding that back to the board game in teaching learning process can say has been successful to help the students to increase their vocabulary and supported with the declaration of students as describe above.

3. The Advantages of the Use of Back to the Board Game in Teaching Vocabulary at Tenth Grade of MA As-salafiyah Sumber Duko Pakong.

The researcher thought that vocabulary was part that important of English skill. In chapter I on research context explanation that vocabulary is a core component of language proficiency and provides much of the basis for

¹⁶ Based on the Student's Interview at Tenth Grade of MA As-salafiyah Sumber Duko Pakong, On Sunday 08 March 2020.

¹⁷ Based on explanation in chapter II.

how well learners, speak, listen, write and read.¹⁸ So, vocabulary is one of the important elements in English language.

The English teacher use back to the board game in teaching learning process especially in teaching vocabulary in order to the students can improve their vocabulary after the teacher use the game like explanation in chapter II that the advantages of board game are have fun and feel good, reduces ricks for mental disease, speed up your response and child development,¹⁹ and based on observation, and interview the students There were some advantages from the game that used by the English teacher of MA As-salafiyah Sumber Duko Pakong. As followed:

- a. Back to the board game that the English teacher used in teaching learning process of teaching learning vocabulary help the students more easy to understand the English vocabulary and the students can find the new vocabulary.
- b. The students will be active and spirit in teaching learning process especially in teaching learning vocabulary in the class because the game make them feel fun and enjoyable not bored and sleepy. Until make their class into life when the playing game. And the students not lazy.
- c. The game can be improve their vocabulary and also improve their self-confidence
- d. The students can back remember the vocabulary that they forgot it

¹⁸ Jack C. Richards, Willy A. Renandya, *Methodology in Language Teaching*, (Cambridge University Press,2002),225.

¹⁹ <https://howgameareyou.com/health-benefits-board-games/>

- e. The game can help the students to sharpen up in speaking English

From the result above, the researcher can conclude that the English teacher use back to the board game well and success. Therefore, the English teacher and the students got goals of learning process.