

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presented the findings and discussion from the data gathered during the activity of observation, interview and documentation. The concerned of this chapter was describing the answers of research questions which were about the process of teaching vocabulary by using guessing game and the problem faced by the English teacher in the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara.

4.1 Research Findings

4.1.1 The Process of Teaching Vocabulary by Using Guessing Game

In this part, the writer described the findings of observations and interview which related to the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara. The findings included the teaching materials used by the English teacher, the teaching media used by the English teacher and the classroom teaching activities. The detail findings were presented in the following descriptions:

a. The teaching materials used by the English teacher

The use of teaching materials was very crucial in the process of teaching vocabulary by using guessing game. It had very

important role which should be prepared for gaining the teaching and learning targets. Therefore, the teaching materials which would be used in the teaching process should be appropriate with the syllabus and lesson plan, so that the targets of language would be maximally achieved. In this case, the contents of materials used by the English teacher in the teaching vocabulary process should be able to develop the students' competencies, to enhance their knowledge and to help them easily understand the lessons.

Based on three times of observations, the researcher found that in the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara, the English teacher used three different topics of materials. The findings were showed in the following table.

Table 4.1
Topics and Materials Used by the English Teacher

Observations	Teaching Materials	Teaching Topics
October 19th 2017	Things Around Us	Bed, pillow, soap, dipper, stove, spoon, cattle, etc.
October 26th 2017	Human Body	Nose, hands, legs, elbow, stomach, teeth etc.
November 2nd 2017	Family	Father, mother, sister, brother, grandpa, grandma etc.

The table above presented the findings of the topics and materials used by the English teacher during the process of teaching vocabulary by using guessing game. It showed that at the first observation on October 19th 2017, the topic used by the English teacher in the process of teaching vocabulary by using guessing game was *Things Around Us*. The content of materials was about simple vocabulary related to things around the bedrooms, bathrooms, dining rooms, kitchens and living rooms. Then, at the second observation on October 26th 2017, the researcher found that the English teacher taught vocabulary about *Human Body*. The content of materials was vocabulary about human part of bodies, such as nose, eyes, ears, hands and etc. Moreover, in the last observation on November 2nd 2017, the researcher found that the topic of materials taught by the English teacher was *Family*. It can be seen on the table that the materials given were about the basic vocabulary of family member, such as father, mother, sister, brother, and etc. In general, the findings of observations showed that during the researcher's observations, the materials used by the English teacher in the process of teaching vocabulary by using guessing game were vocabulary about things around us, human body and family.

In gaining valid findings and more information related to the materials taught by the English teacher, on December 4th 2017 the researcher interviewed Miss Lila, who was become the subject of

this research. In the interview, the researcher asked her about the topics, contents and sources of materials that she used during the researcher's observations. From the interview, she explained as below:

“Topic yang saya gunakan dalam pengajaran saya dulu adalah tentang Things Around Us, kemudian ada Human Body dan Family. Untuk isi dari materinya sendiri, tentu saja saya sesuaikan dengan topic pembahsan. Sedangkan untuk sumber materinya, seperti biasa, saya ambilkan dari buku pegangan murid yaitu dari buku “FITUR”. Tapi, sebenarnya materi di buku tersebut tidak begitu lengkap. Maka, untuk menunjang materinya, biasanya saya mengambilkan dari sumber lain misalnya dari internet atau dari buku-buku lain yang menunjang topic pembahsan”.

“The topics which I used in my previous teachings were about Things Around Us, then Human Body and Family. For the content of materials, of course I coordinated with the topic of discussions. Meanwhile, for the material sources, like usual I

took from the student handbooks, which was from the book “FITUR”, but it was actually not complete. So, for supporting the materials, I took from other resources, such as from internet or from another book which supported”.

The English teacher’s statements above definitely supported the findings of observations. It was clear that the topic of materials used by the English teacher in the process of teaching vocabulary by using guessing game were *Things Around Us, Human Body and Family*. Moreover, from the interview the researcher found that the content of materials taught by the English teacher was in accordance with the topic of materials. In addition, the material sources were from the student handbooks entitled *FITUR*. However, because the content of materials in that book were not perfectly complete, thus the English teacher supplied the materials from another resources, like from internet or from another books.

From the findings of observations and interview, the writer concluded that the topic of materials used by the English teacher during the researcher’s observations toward the process of teaching vocabulary by using guessing game were *Things Around Us, Human Body and Family*. Furthermore, the content of materials which had been taught by the English teacher was in accordance

with the topic that was discussed in each meeting. Moreover, the sources of materials were from the student handbooks namely *FITUR*. Besides, for supporting the materials, the English teacher also took the materials from other resources, like from the internet or the other books which supported. It was because of the handbooks only presented minimum vocabularies and the materials in that book were not complete.

b. The teaching media used by the English teacher

The use of teaching media was needed in the process of teaching vocabulary by using guessing game. It was very important to get the goal of teaching and learning language. The use of teaching media was intended to attract the students' learning interests and to increase the probability that the students would learn more and retain better knowledge. Therefore, in using the teaching media, the English teacher should be able at selecting an appropriate media which represent the needs of the students, their capabilities, their motivations and their learning styles.

From three times of observations, the researcher found that in the process of teaching vocabulary by using guessing game, the English teacher was supported with some media. The teaching media used by the English teacher were as below table.

Table 4.2**The Teaching Media Used in Vocabulary Teaching**

Observations	Teaching Topics	Teaching Media
October 19th 2017	Things Around Us	LCD Projector, pictures, real things and cards.
October 26th 2017	Human Body	LCD Projector, pictures and real things.
November 2nd 2017	Family	LCD Projector and pictures.

The table above showed that at the first observation did by the researcher on October 19th 2017, when the English teacher taught vocabulary about *Things Around Us*, she was supported with the media of LCD projector, pictures, real things and cards. The researcher found that the LCD projector was used by the English teacher as media for presenting the materials and pictures. In this case, in the power point the English teacher provided many pictures of *Things Around Us* which were presented to the students by using the LCD Projector. Those pictures were used for supporting the English teacher in explaining the materials to the students. In presenting the pictures, the English teacher did not directly show the pictures to the students, but she tried to stimulate their interests by giving them some clues. In this case, she would show the pictures when they were able on guessing the right word from the given

clues. Moreover, in explaining the materials, the English teacher did not only show the students with many pictures, but she also showed the students with many real things around them which related to the materials. In addition, the last media used by the English teacher were cards. The researcher found that the cards were used by the English teacher as media for facilitating the students in playing the guessing game.

From the table known that the teaching media used by the English teacher at the second observation did by the researcher on October 26th 2017 were LCD projector, pictures and real things. In this case, the researcher found that in teaching vocabulary about *Human Bodies*, the LCD Projector was functioned as in the first observation. The LCD Projector was used as media for supporting the English teacher in presenting the materials and showing the pictures to the students. Then, the researcher also found that the way the English teacher showed the pictures was same as in the first observation. By using the LCD projector, in the power point those pictures were showed to the students when they were able on guessing the right word based on the clues. Moreover, if the students were able on guessing the right words, the English teacher would show them the real things of the words.

Based on table, the media used by the English teacher in the last observation on November 2nd 2017 were LCD Projector and

pictures. In this third observation, the researcher found that in teaching vocabulary about *Family*, the LCD Projector and pictures were functioned as in the first and second observations. Those media were used to support the English teacher's explanations. In this case, the way the English teacher showed the pictures were also same as in the first and second observations. The pictures were showed to the students by using the LCD Projector. However, before the English teacher showed the pictures, she gave the students some clues. Then, if the students were able on guessing the words, she would show the pictures, as well as tell them the meanings.

On the whole, the findings of observations showed that in the process of teaching vocabulary by using guessing game, the English teacher were supported with variety of teaching media. The teaching media used by the English teacher were LCD Projector, pictures, real things and cards. Moreover, the findings showed that in different teaching situations, the English teacher might use different teaching media. It was depend on the materials which the English teacher taught, the students' learning capabilities and the students' learning interests. However, the teaching media which was generally available in each teaching process was LCD Projector and pictures. The LCD Projector was important as media for presenting the materials and showing pictures to the students. Meanwhile, the pictures were very important to support the English teacher in

explaining the materials, which was the way the English teacher showed the pictures were same in each meetings. The English teacher would show the pictures when the students were able on guessing the word based on the clues.

As known from the findings of observations that in the process of teaching vocabulary by using guessing game, the LCD Projector was frequently available to support the English teacher in presenting the materials and showing the pictures. In this case, from the interview with Miss Lila on December 4th, the researcher got the supporting information about the reasons why she usually used the LCD Projector in each meeting. The findings were as follows:

“Proyektor itu memang sangat membantu pengajaran saya, karena biasanya saya mengambil materi dari referensi lain yg tidak ada di buku pegangan anak-anak. Jadi, jika proyekornya tersedia, saya lebih baik menggunakan proyektor dari pada menulis materi secara manual di papan tulis. Karena kalau saya menuliskan materinya di papan tulis, tentu akan menghabiskan banyak waktu, sementara waktu pengajarannya sendiri itu hanya 70 menit. Terus, biasanya juga kalau saya sibuk untuk menulis materi-materinya di papan tulis, anak-anak biasanya malah gaduh dan bermain”.

“The projector really helped my teachings, because I usually took the materials from another reference which was not available in the student handbooks. So, if the projector was available, I preferred to use the projector than wrote the materials manually on the board. Because, if I wrote the materials on the board, it would certainly spent much times, while the teaching times only 70 minutes. Then, usually if I was busy on writing the materials on the board, the students even making noises and playing”.

From the English teacher's statements above, the researcher found that in presenting the materials which were taken from another references, the English teacher preferred to use the facility of LCD Projector than writing the materials manually on the board. It was because of the teaching duration was only 70 minutes which would certainly take much of her teaching times, if she manually wrote the materials on the board. Besides, if the English teacher focused on manually writing the materials on the board, the students would prefer on making noises rather than focused on the materials. It meant that the media of LCD projector was not only useful for presenting the materials and showing the pictures to the

students, but it was also helpful for the English teacher to get the efficiency of teaching.

Based on the findings of observations and interview, the writer concluded that in the process of teaching vocabulary by using guessing game, the English teacher were equipped with variety of teaching media. On the whole, the teaching media used by the English teacher were pictures, real things, LCD projectors and cards. However, the LCD Projector and pictures were the media that frequently used by the English teacher in each teaching process. Generally, those teaching media was functioned by the English teacher to support her teaching activities during the process of teaching vocabulary by using guessing game. Those media were benefit for the English teacher to get the efficiency of teachings, to attract the students' learning interests and to reduce the students from making noises in the classroom. Moreover, those media were very useful to help the English teacher in encouraging the students' learning participations and stimulating their motivations. Therefore, in the process of teaching vocabulary by using guessing game, the English teacher usually prepared and functioned media as effective as possible.

c. The classroom teaching activities

In three times of observations, the researcher found that the teaching duration in each meeting during the process of teaching

vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara were 2 X 35 minutes. During the observations, the researcher found that in the process of teaching vocabulary by using guessing game, there were some teaching activities which had been done by the English teacher. In this case, the English teacher teaching activities could be classified into three parts of main activities. There were pre-teaching, main-teaching and post-teaching activities. The detail findings of the classroom teaching activities during the researcher's observations were described as follows:

1. The classroom teaching activities at the first observation

At the first observation on October 19th 2017, the researcher found that the classroom teaching activities in the process of teaching vocabulary by using guessing game could be divided into three parts. There were pre-teaching, main-teaching and post-teaching activities. The time allocations in each part were 5 minutes for pre-teaching activity, 60 minutes for main-teaching activity and 5 minutes for post-teaching activity. Each parts of the classroom teaching activities were described as follows:

a). Pre-teaching activity

In pre-teaching activity, the English teacher opened the lesson by greeting the students, checking their attendances

and building their apperceptions about the materials. In this part, after the English teacher greeted the students and checked their attendances, then she built their apperceptions to the materials by showing the whole pictures which illustrated the materials which would be discussed. In this case, the English teacher showed the students the pictures of *Things Around Us*. After that, to get their interests and to brainstorm their minds with the materials, she asked the students some questions concerning to the pictures. Moreover, the English teacher informed to the students that the materials which would be discussed were about *Things Around Us*. In addition, she asked the students to open their handbooks which presented the topic.

b). Main-teaching activity

In this part, the researcher found that there were some activities did by the English teacher, such as giving explanation, directing the students to play guessing game, giving the tasks and etc. In this case, those activities were categorized in three sessions. There were *exploration*, *elaboration* and *confirmation* sessions. The detail findings of the English teacher teaching activities in each session were described as follows:

- Exploration

Exploration was the session when the English teacher presented and explained the materials to the students. In explaining the materials, the researcher found that the English teacher explained and discussed the simple vocabulary of *Things Around Us* by asking the students to guess the words based on the clues. First, the English teacher shared to the students the papers which had been written list of words about things around the bedrooms, bathrooms, dining rooms, kitchens and living rooms. Those words were actually not complete and the students need to complete the words with the correct Alva bets. Then, the English teacher gave the students instructions that every time she told them the clues, they should listened on her explanations, guessed the things based on the clues which were explained and completed the name of each words in the list with the correct Alva bets. The example of the list was as follows:

- | | | | | | |
|--------------------|---|----------|----------|---|---------|
| 1. <u>L</u> ampu = | L | <u>a</u> | m | p | (u/ə) |
| 2. _____ = | C | h | <u>a</u> | _ | r (a/i) |
| 3. _____ = | T | _ | b | l | e (a/o) |

4. _____ = P i l l _ w (o / a)

5. _____ = B o l s t _ r (i / e)

After the English teacher told the instructions to the students, then by using LCD Projector she showed them the clues which were available in the power point. Furthermore, the English teacher read, explained, illustrated and gestured the clues to the students, as well as discussed the meaning of the clues in Indonesian, for example:

Guess what!

It is in every place in the rooms.

It uses electricity.

It is bright.

It lights the room.

It is a L _ m p (u / a)

Next, when the students were able on guessing the right word based on the given clues, the English teacher would show the picture of the word in the power point as well as the real thing that was available near her. After that, she gave the students example how to pronounce the words

correctly. Moreover, she asked the students to say the word together with the correct pronunciation. In addition, the English teacher continued to explain the next clues for the next words. However, if the students were still confused on guessing the meaning of the word, the English teacher would tell the students more explanations or more clues.

- Elaboration

Elaboration was the session when the English teacher extended the students' understandings about the materials which had been explained in the previous session. In this session, she directed the students to be involved in practicing the materials through playing the guessing game. The guessing game was used by the English teacher to make the students actively practice the words through an enjoyable activity of games. In this game, the English teacher divided the students in the classroom into two groups to compete on guessing the words based on the clues as much as possible.

In applying the guessing game, the researcher found that the English teacher asked each groups choosing one student as the guessers. The guessers were the delegation for each group that was responsible on guessing the words. After that, she asked the guessers to stand in front of their

own groups without seeing to the white board. Then, she gave each group some cards which had been written the clues. The clues in those cards were functioned as guidance for each group in giving the clues to the guessers. In this case, the students in each group were allowed to read the clues in the cards except the guessers.

The guessing game began when the English teacher wrote a word on the white board. After she finished on writing the word, it was the turn for the students in each group to discuss and to choose the cards which were suitable to be used as the clues. Next, she asked the students in each groups to inform the guessers the clues in the chosen cards. In this game, if the guesser in one of those groups was able on guessing the word quickly and accurately, the group would get point from the English teacher. In addition, the group which collected many points would be the winner.

- Confirmation

Confirmation was the session when the English teacher clarified and evaluated the students' understandings about to the material which had been given in the previous sessions. In this session, the researcher found that the English teacher checked the students' understandings about

the materials which had been taught. Here, she asked the students the meaning of some words. Then, she clarified their mistakes.

Furthermore, the English teacher asked the students to do the task 2 in their handbooks page 25. Next, when the students finished their tasks, together with them the English teacher corrected the students' tasks. After that, the English teacher asked the students' difficulties in learning the words and gave them an opportunity to ask questions about the materials that they did not understand. The last, the English teacher gave feed back to the students' questions and gave them reinforcement.

c). Post-teaching activity

The last part in the classroom teaching activity was post-teaching activity or closing. In this part, the researcher found that before the English teacher closed the teaching activity, she concluded the lesson with the students. In this case, together with the students, the English teacher mentioned all the words which have been taught. After that, she informed the students about the planning material of the next meeting and reminding them to study at home. The last, the English teacher said thanks for the students' attention and closed the teaching activity.

2. The classroom teaching activities at the second observation

At the second observation which was held by the researcher on October 26th 2017, found that in the process of teaching vocabulary by using guessing game, the English teacher's teaching activities were same as in the first observation. There were opening, explaining the material, applying guessing game, giving the tasks, summarizing the lessons and closing. Therefore, the writer classified those activities into three parts. The parts were pre-teaching, main-teaching and post-teaching activities. Same as in the first observation, the researcher found that the English teacher took about 5 minutes in pre-teaching activity, 60 minutes in main teaching activity and 5 minutes in post-teaching activity. The following below were the descriptions:

a). Pre-teaching activity

The researcher found that the English teacher started the teaching activities by greeting the students. Then, she checked the students' presences. After that, she asked their difficulties in the previous materials and gave them a short review about the material which had been given in the previous meeting. Furthermore, she gave the students an overview about the topic that would be discussed by showing the pictures of *Human Body*. Moreover, she brainstormed their ideas to the topic that would be discussed by asking them some questions

related to the pictures. In addition, she informed the students that the topic of materials was about *Human body*. Therefore, she asked the students to open their handbooks which presented the topic and to prepare themselves for taking some notes.

b). Main-teaching activity

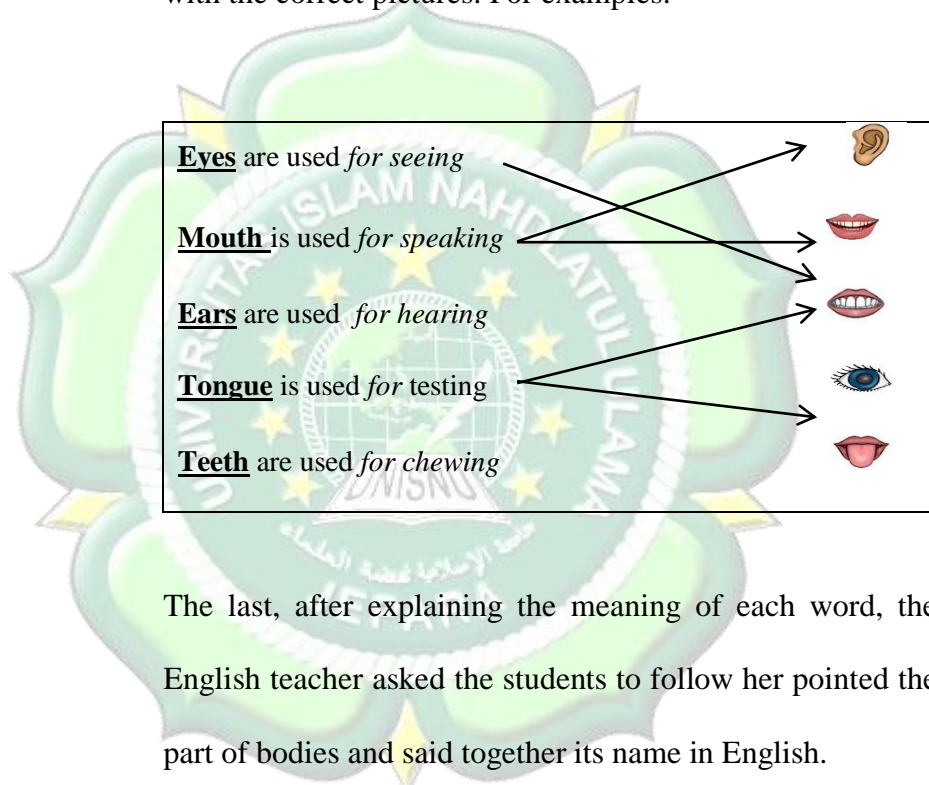
The main-teaching activity consisted of three sessions. There were *exploration*, *elaboration* and *confirmation* sessions. The teaching activities in each session were described as follows:

- Exploration

In this session, the researcher found that the English teacher presented the vocabulary of *Human Body* in the power point. There were showed some words with its clues and pictures, such as eyes, mouth, ears, tongue, teeth and etc. Furthermore, she explained the meaning of each word one by one.

In explaining the meaning of each word, the English teacher did not directly tell the meaning in Indonesian. However, she explained the meaning of each words by giving the students some clues and asking them to guess its meanings together. In this case, for the purpose to make the students able on guessing the meaning of words, the English

teacher read the words and its clues, gave the students examples how to pronounce the words correctly and asked them to imitate her. Then, she gestured the clues and discussed the clues in Indonesian. Moreover, when the students could guess the meaning of the words, the English teacher directed the students together to match the words with the correct pictures. For examples:



The last, after explaining the meaning of each word, the English teacher asked the students to follow her pointed the part of bodies and said together its name in English.

- Elaboration

In this session, the English teacher directed the students playing guessing game to elaborate their knowledge of words which had been learned in the previous session. The researcher found that in implementing the guessing game, the English teacher divided the students in

the classroom into two groups and asked each groups to choose one student. Then, she asked the chosen students coming forward to get the clues from her. The clues given by the English teacher were as the following examples:

Group 1:

..... are used for chewing (untuk mengunyah)

Group 2:

..... is used for tasting (untuk mencicip)

After the English teacher gave the clues, then she asked the students who got the clues to draw a part of body based on the clues which had been given. Furthermore, she asked the member in each groups to tell in English the name of the picture which had been drawn by the students from their groups. In this game, the group would get point from the English teacher, if the students who get the clues could draw the correct picture based on the clues and the member of their groups could guess the correct word based on the picture. In addition, the English teacher continued to give the next clues with the same steps, but she asked the groups

to give an opportunity for the other students who want to come forward and to get the clues from her.

- Confirmation

After played the guessing game, the researcher found that the English teacher gave feed back to the students' performances. Furthermore, she rechecked the students' understandings about the materials which had been taught. In this case, she touched some part of her bodies and asked the students to tell the name in English, like ears, fingers, nose and etc.

Then, she confirmed their mistakes and gave them reinforcement about the materials which had been given. Next, she evaluated the students' understanding about the vocabulary which had learned. Here, she asked the students to do task 2 in their handbooks page 46. After that, she discussed the task with the students and confirmed their mistakes. Moreover, she gave an occasion to ask questions about the materials that they did not understand. The last, she gave feed back to their questions, as well as gave them reinforcement.

c). Post-teaching activity

In the end of the teaching activity or post teaching activity, the researcher found that the English teacher

summarized the lesson. After that, she told the students the next topic that would be discussed in the next meeting. Moreover, the English teacher also encouraged the students to study the next materials at home. The last, she said thanks for the students' attentions and finished the teaching activity.

3. The classroom teaching activities at the third observation

In the last observation which had been conducted on November 2nd 2017, the researcher found that the English teacher's teaching activities in the process of teaching vocabulary by using guessing game at fourth grade students of SDN 01 Mantingan Jepara were pre-teaching, main-teaching and post teaching activities. The time duration in each parts were about 5 minutes for pre-teaching activity, 60 minutes for main-teaching activity and 5 minute for post-teaching activity. The detail findings of each step were presented in the following descriptions:

a). Pre-teaching activity

In pre-teaching activity, the English teacher began the class by greeting the students. After greeted the students, then she checked the students' presences. Next, she asked the students' problems in the last materials and gave them a short

review for the solutions. Furthermore, by showing the pictures of family member, the English teacher gave the students an overview about the topic that would be discussed. Besides, in order to brainstorm their ideas about the materials that would be given, she also gave the students some questions related to the pictures. Moreover, the English teacher told the students that the material which would be discussed was the vocabulary about *Family*. In addition, she asked the students to open their handbooks which presented the topic.

b). Main-teaching activity

The English teacher teaching activities in this part were categorized in three sessions. There were *exploration*, *elaboration* and *confirmation* sessions. The findings were described as follows:

- Exploration

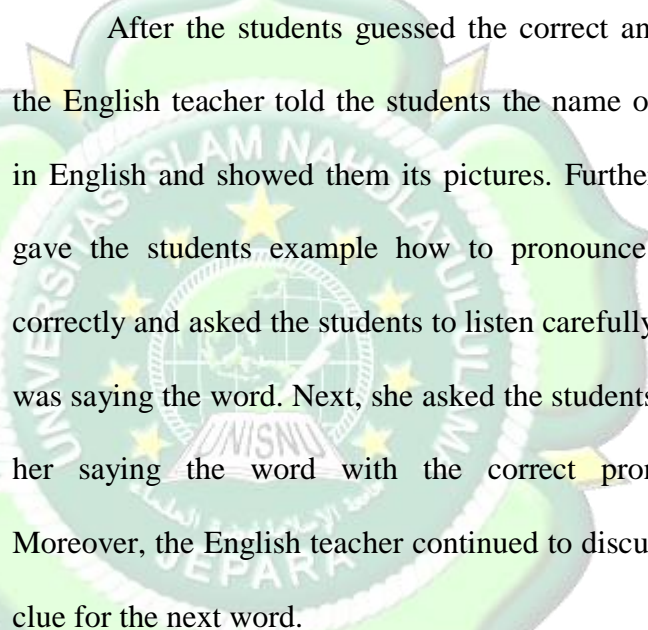
In the exploration session, the researcher found that the material which became the focused of the English teacher's explanations was the basic vocabulary of family member, such as father, mother, grandpa, grandma and etc. In explaining the vocabulary of family, she showed the students the clues in the power point. Then, she discussed the clues with the students and asked them to guess one of family member. For examples:

My is a kind man

He goes to work everyday

My..... is a kind woman

She cooks meals for me everyday



After the students guessed the correct answer, then the English teacher told the students the name of the word in English and showed them its pictures. Furthermore, she gave the students example how to pronounce the word correctly and asked the students to listen carefully while she was saying the word. Next, she asked the students to imitate her saying the word with the correct pronunciation. Moreover, the English teacher continued to discuss the next clue for the next word.

- Elaboration

In this session, the researcher found that the English teacher guided the students to be involved in a guessing game. Same as in the first and second observation, in playing the guessing game, the English teacher divided the

students in the classroom into two groups to compete on guessing the words based on the clues. Here, the English teacher started the guessing game by telling the students some clues. Then, she allowed each groups to guess the correct word based on the clues. The clues were like the following examples:

Who is he?

He is an old man

He is my mom's father

Who are they?

They are my uncle and aunt's children

In this case, the group which was able on guessing the correct word quickly would get point and the group which collected many points would be the winner.

- Confirmation

After the students practice the guessing game, the researcher found that the English teacher gave feed back to their performances. Furthermore, in order to know their understanding, the English teacher asked the students the

meaning of some words. Then, she clarified their mistakes. Next, she evaluated the students' understanding by asking them to do task 2 in their handbooks page 55. In this case, the English teacher asked the students to submit their tasks. Moreover, she gave the students a chance to ask questions about the materials that they did not understand and gave feed back to their questions. In addition, she gave the students reinforcements about the materials which had been taught.

c). Post-teaching activity

In this step, the researcher found that the English teacher summarized the lesson. Then, she informed to the students the planning materials for the next meeting and told them to study at home. In the end, she said thanks for the student's attentions and closed the teaching activity.

Based on the findings above, the writer concluded that the classroom teaching activities in the process of teaching vocabulary by using guessing game could be classified into three main parts. The first part was pre-teaching activity. In this part, the English teacher opened the lesson, built the students' apperceptions and

brainstormed their ideas about the vocabulary which would be discussed. The second part was main-teaching activity. This part consisted of three sessions. There were exploration, elaboration and confirmation sessions. In exploration session, the English teacher explained the vocabulary by giving the students some clues. Then, in elaboration session, the English teacher expanded the students' understandings about the words which had been taught through playing the guessing game. Next, in the confirmation session, the English teacher confirmed and evaluated the students' understanding about the vocabulary which had been taught in the previous sessions. The last part was post-teaching activity. In this part, the English teacher concluded the materials and closed the teaching activities.

To get more information, in the interview with Miss Lila on December 4th 2017, the researcher asked her about the steps that she used in the process of teaching vocabulary by using guessing game. The answers were as follows:

“Langkah yg paling utama sebelum mengajar itu pastinya persiapan, seperti mempersiapkan rpp, materi ajar dan media ajar. Di sini, materi ajar saya persiapkan dengan sebaik mungkin, seperti clue yang akan saya gunakan dan media yang saya gunakan semua saya persiapkan. Setelah

semuanya siap, barulah saya menggunakan teknik tersebut untuk pengajaran di kelas. Langkah pengajaran di kelas sebenarnya mengikuti rpp yang sudah ada. Misalnya langkah pertama yaitu opening. Setelah itu penjelasan, biasanya saya menjelaskan vocabnya dengan memberikan clue dulu, terus anak-anak saya biarkan menebak kata yang saya maksud. Barulah setelah menjelaskan biasanya anak-anak saya ajak untuk bermain guessing game. Selesai bermain game, biasanya saya adakan sesi tanya-jawab. Jadi, anak-anak saya kasih pertanyaan untuk mengetahui kira-kira mereka paham atau tidak. Kalau misalnya belum paham saya review lagi, kalau sudah paham, biasanya mereka saya kasih soal. Selesai mengerjakan soal, kalau waktunya masih cukup saya bahas, kalau sudah mepet langsung di kumpulkan. Setelah selesai semua, barulah saya tutup pengajarannya”.

“The primary step before teaching was certainly preparation, such as lesson plan, teaching

materials and media preparations. Here, I prepared the teaching materials as good as possible, like the clues and media which I would use, I prepared them all. After everything was ready, then I used that technique for teaching in the classroom. The step of classroom teaching was actually following the lesson plan, for example the first step was opening. After that, explanation, usually I explained vocabulary by giving clues, and then I let the students to guess the words which I meant. Then, after explanation, usually I asked the children to play the guessing game. After finished playing the game, usually I held question and answers sessions. So, here I gave the children questions to know whether they understood or not. If they did not understand, I review, If they had understood, usually I gave them tasks. When finished doing the task, if there still enough time, then I discussed it, if the time was limit, it was submitted directly. After finished all, then I closed the teachings”.

Those statements above certainly gave more information about the steps that the English teacher used in the process of teaching vocabulary by using guessing game. In this case, the researcher found that the primary step in the process of teaching vocabulary by using guessing game was lesson plan, materials and media preparations. Meanwhile, the steps in the classroom teaching activities were opening, explaining the material's, practicing the materials through guessing game, evaluating the students' understanding through tasks and closing.

In line with the findings of observation and interview, the writer concluded that the classroom teaching activities in the process of teaching vocabulary by using guessing game could be divided into three main steps. The first step was pre-teaching activity or opening. The second step was main-teaching activity which consisted of exploration, elaboration and confirmation sessions. The exploration session was the session when the English teacher explained the materials to the students. The elaboration was the session when the English teacher applied the technique of guessing game. The confirmation was the session when the English teacher confirmed and evaluated the students' understandings. In addition, the last step was post-teaching activity or closing.

4.1.2 The Problem Faced by the English Teacher in the Process of Teaching Vocabulary by Using Guessing Game

From the observations and interview with the English teacher, the researcher identified that during the process of teaching vocabulary by using the technique of guessing game, there were some problems faced by the English teacher. The problems were related to the large number of students in the classroom, the different learning characteristic of students and the limited materials and facilities. The detail findings were described as follows:

a. The large number of students in the classroom

One of the problems faced by the English teacher during the process of teaching vocabulary by using guessing game was because of the large number of students in the classroom. Based on the observation, the researcher found that the English teacher faced difficulties to handle many students at the fourth grade of SDN 01 Mantingan Jepara which consisted of 40 students. One example was when the English teacher gave the students explanations and instructions; she could not control all of the students whether they paid attention or not. Therefore, there were some students who talked each other, played with their friends and did not follow the English teacher's instructions well.

Moreover, from the interview with Miss Lila on December 4th 2017, she told that the problem in teaching vocabulary by using guessing game was the big number of students at the fourth grade which sometimes out of her control, so that there were some of students who made noises in the classroom. The followings below were the quotations:

“Hambatannya yaitu terlalu banyaknya jumlah murid di kelas IV. Jadi, kadang ada beberapa anak yang diluar dari pengawasan saya mereka itu gaduh saat saya mengajar”.

“The obstacle was the big number of students at the fourth grade. Therefore, sometimes there were some students who out of my control they made noises while I was teaching”.

In addition, from the interview the English teacher informed that even though she got difficulties to handle many students at the fourth grade, which sometimes made the students out of her controlled, then created noises in the classroom. However, the English teacher usually prevented the students from making noises in the classroom by creating her teaching process as interactive as possible and involving all the students to be active to participate the

learning process, so that it would make most of the students focused on the lesson and reduce noises in the classroom. The quotations were as follows:

“Untuk meminimalisir kegaduhan di kelas, biasanya saya bikin pengajaran saya seinteraktif mungkin dan saya libatkan setiap murid untuk aktif berpartisipasi dalam pembelajaran. Misalnya saja ketika saya memberikan clue saat penjelasan, di situ saya minta setiap anak bergantian menebak kata dari clue yang saya berikan. Jadi banyak dari mereka yang cenderung fokus untuk memperhatikan.”

“To minimize noises in the classroom, usually I made my teachings as interactive as possible and I involved every student to be active to participate in learning. For instance, when I gave the clues during explanation, there I asked every student in turn to guess a word from the clues. So, there were most of them who tend to focus on paying attention”.

b. The different learning characteristic of students

In the process of teaching vocabulary by using guessing game, the English teacher got difficulties with the different learning characteristic of students. From the observations, the researcher found that there were some students who felt hard in understanding the clues given by the English teacher during the explanations, but there were other students who easily understood the clues. Consequently, the English teacher had to do more efforts in explaining the materials for those who were hard in learning vocabulary.

In addition, from the interview with Miss Lila on December 4th 2017 the researcher found that her problems became more complicated, because the different learning characteristic of students actually gave impact for the students' motivations. In this case, the students who were easily understood the materials became motivated and dominant in the classroom. On the other hand, some students who could not catch the materials well, they became unmotivated and not so active in the classroom. It was because of the students lacked of confidences with their own abilities. It meant that the English teacher faced difficulties both in developing the students' knowledge and encouraging their motivations. The quotations of the English teacher's answers were as follows:

“Kendalanya adalah dari muridnya sendiri itu ada yang cepat memahami pelajaran dan ada yang

agak lambat. Jadi, memang biasanya mereka yang lebih bisa itu mereka lebih aktif dan dominan saat saya jelaskan clue maupun ketika di permainan guessing game. Tapi murid yang agak lambat belajarnya mereka itu jadi tidak begitu aktif karena mereka tidak percaya diri”.

“The obstacle was there were students who quickly understood the lessons and there were other students who slowly understood the lessons. So, usually the students who were capable, they were more active and dominant when I explained the clues, as well as in playing the guessing game. But, the students who were slowly in learning, they became not so actives, because they were not confident”.

Knowing the problem that the fourth grade students had different learning characteristics, the English teacher came up with the solutions. Here, in the interview the English teacher gave information that the solutions given for that problem was by stimulating the students with some interesting media, such as cards, pictures and real things. In addition, she also tried to develop the students’ vocabulary understandings and to encourage their motivations in learning new vocabulary by guiding them to compete

on guessing the words based on the clues in a game named guessing game. Moreover, in implementing guessing game, the English teacher also gave variety which definitely made the atmospheres in the classroom were not bored and enjoyable. The followings below were the quotations:

“Untuk meningkatkan pemahaman anak-anak terhadap vocab yang mereka pelajari, saya menggunakan media-media yang menarik, seperti kartu, gambar-gambar dan real things. Kemudian, untuk meningkatkan motivasi mereka dalam belajar, mereka saya bimbing untuk bermain guessing game. Di guessing game tersebut, mereka saya bagi ke dalam kelompok untuk bisa berkompetisi menebak kata. Selain itu, dalam pengaplikasian guessing game saya juga memberikan variasi agar mereka tidak bosan saat permainan tersebut saya gunakan untuk pengajaran dengan topik lain. ”

“To improve the students’ understandings about vocabulary which they had learned, I used the interesting media, like cards, pictures and real things. Then, to improve their learning

motivations, I led them to play guessing game. In the guessing game, I divided them into groups to compete on guessing the words. Besides, in applying the guessing game, I also gave variations to make them were not bored when I used that game for teaching the other topics”.

c. The limited materials and facilities

The limited materials and facilities also caused problems for the English teacher in teaching vocabulary by using guessing game. Based on the observations, the researcher found that the English teacher only used the handbooks entitled *FITUR* as the book for teaching. Moreover, she was attributed with some media or facilities, such as pictures, cards and LCD Projector. Therefore, in order to know the English teacher’s problems in using the material and facilities, in the interview with Miss Lila on December 4th 2017 the researcher asked her about the difficulties that she faced in using the materials and facilities. She answered as follows:

“Kalo dari segi materi saya memang mengalami kesulitan. Karena vocabulary di buku pegangan, yaitu di buku FITUR itu tidak begitu banyak. Jadi, saya mau tidak mau harus mencarikan materi dan

juga gambar-gambar dari sumber lain yang mendukung. Tetapi, kadang saya merasa kesulitan untuk menemukan materi dan juga media yg sesuai untuk mendukung pengajaran. Selain itu, kadang saya juga mengalami kesulitan ketika saya akan menggunakan proyektor untuk mempresentasikan materi tersebut. Karena memang proyektor di sini itu terbatas dan kadang digunakan oleh guru lain”.

“In the aspect of materials, I actually got difficulties. Because, vocabulary in the handbooks which was the book FITUR, not so many. So, I must search the materials and pictures from another reference which supported. However, sometimes I was felt difficult in finding the materials and media which were appropriated to support the teachings. Besides, sometimes I also got difficulties when I would use the projector for presenting the materials. Because, the projector here was limit and sometimes it was used by the other teachers”.

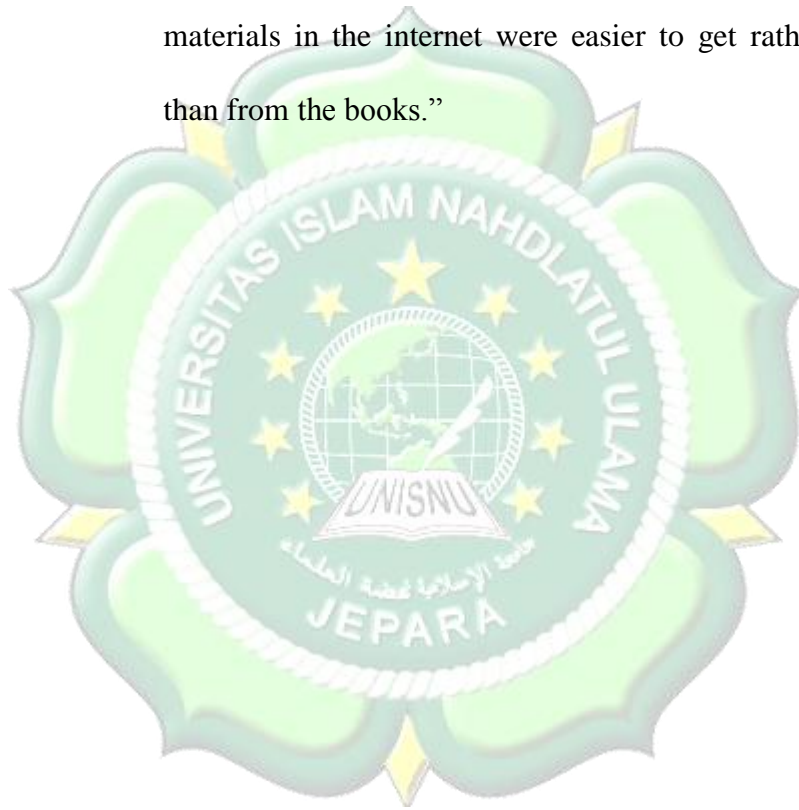
From the English teacher's answers, the researchers found that the handbooks *FITUR* had limited materials. Therefore, in order to support the teaching vocabulary process, the English teacher had to look for the materials from another reference. In this case, she faced difficulties in finding the appropriate materials and media which supported. In addition, she also got difficulties when she wanted to present the materials by using the LCD Projector. Because, the facility of LCD Projector was limited and sometimes when she needed to use the LCD Projector for presenting the materials, it was used by the other teachers.

The solution given by the English teacher for the limited materials in the handbook was of course she should find out the materials from other references. In this case, in the interview she informed that even though she got difficulties in finding the right materials and media which were supported, but she usually tried to search the materials from internet. Because, the English teacher thought that finding out the references from internet was easier than from the books. The English teacher answers were as the following quotations:

“Untuk hambatan keterbatasan materi, tentu saja saya atasi dengan mengambil materi dari sumber lain. Untuk sumber dari materinya sendiri, saya lebih sering mencari di internet. Karena,

memang referensi materi di internet itu lebih mudah didapatkan dari pada di buku.”

“For the obstacles about the limited materials, certainly I solved it by taking the materials from another resource. For the materials sources, I often search in internet, because the references of materials in the internet were easier to get rather than from the books.”



4.2 Discussion

4.2.1 The Process of Teaching Vocabulary by Using Guessing Game

a. The teaching materials used by the English teacher

The materials had very important role in the process of teaching vocabulary. Regarding to the findings, there were some teaching materials used by the English teacher in the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara. The materials were vocabulary about things around us, human body and family. The materials sources were from the handbook entitled *FITUR*. However, because of the handbook *FITUR* only presented minimum vocabulary, thus the English also took the materials from other resources, like from internet and the other books which supported.

b. The teaching media used by the English teacher

The use of teaching media was very needed to support the teaching vocabulary process. It was very important to get the goal of teaching and learning language. Based on the findings, during the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara, the English teacher were equipped with variety of teaching media. Generally, the teaching media used by the English teacher were pictures, real things, LCD projectors and cards. However, the LCD Projector and pictures were the media that frequently used by the English teacher

in each teaching process. The use of those teaching media was benefit for the English teacher to get the efficiency of teachings, to attract the students' learning interests and to reduce the students from making noises in the classroom. Moreover, those media were very useful to help the English teacher in encouraging the students' learning participations and stimulating their motivations.

c. The classroom teaching activities

According to the findings, there were some teaching activities which had been done by the English teacher during the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara. The English teacher teaching activities could be divided into three main steps namely pre-teaching, main-teaching and post-teaching activities.

The first step in the classroom teaching activities was pre-teaching activity. In this step, the English teacher opened the lesson by greeting the students. Then, the English teacher checked the students' presences. After that, before going to the main teaching activity, the English teacher gave the students an overview about the materials that would be discussed. In this case, the English teacher showed the students the whole pictures which illustrated the materials that would be discussed and brainstormed their ideas by giving them some questions about the pictures.

The second step was main-teaching activity. This step was the most important step in the process of teaching vocabulary by using guessing game. This step consisted of three sessions. There were exploration, elaboration and confirmation sessions. In exploration session, the English teacher explained vocabulary by giving the students some clues. Then, in elaboration session, the English teachers expanded the students' understandings about the words which had been taught through playing the guessing game. In this game, the English teacher divided the students in the classroom into two groups to compete on guessing the words based on the clues. In applying the guessing game, the English gave variety of rules, but basically there were players who were responsible to give the clues and the players who played as the guessers. Next, in confirmation session, the English teacher confirmed and evaluated the students' understanding about the vocabulary which had been taught in the previous sessions by giving the tasks.

The last step in the process of teaching vocabulary by using guessing game was post-teaching activity or closing. In this step, before the English teacher closed the teaching activity, usually the English teacher summarized the lesson which had been taught. In addition, the English teacher also informed the students the planning materials of the next meeting, as well as encouraged them to study the materials at home.

4.2.2 The Problem Faced by the English Teacher in the Process of Teaching Vocabulary by Using Guessing Game

Based on the findings, the teaching process by using the technique of guessing game was good for the English teacher in gaining the students' vocabulary understandings, as well as in helping the students to memorize the new words they had learned easily. However, there were some problems faced by the English teacher during the process of teaching vocabulary by using guessing game at the fourth grade students of SDN 01 Mantingan Jepara. The problems faced by the English teacher were related to the large number of students in the classroom, the different learning characteristic of students, as well as the limited materials and facilities.

Related to the number of students in the classroom, the English teacher got difficulties to handle the big number of students at the fourth grade of SDN 01 Mantingan Jepara which consisted of 40 students. Here, the English teacher could not control all the students whether they paid attention to the explanation or not. Therefore, during the English teacher's explanations, there were some students who sometimes talked each other with their friends and made noises in the classroom. In this case, the English teacher usually prevented the students from making noises in the classroom by creating her teaching process as interactive as possible and

involving all the students to be active to participate the learning process, so that it would make most of the students focused on the lesson and reduce noises in the classroom.

The next problem was related to the different learning characteristic of students. In this case, there some students at the fourth grade of SDN 01 Mantingan Jepara who slowly understood the lesson, but there were other students who quickly understood the lesson given by the English teacher. As a result, the English teacher should do more efforts to get their understandings. Moreover, the English teacher also faced problems with the student's motivations. Because, there some students who were unmotivated and not confident with their own abilities. Here, the English teacher gave solutions for those problems by stimulating the students with some interesting media, such as cards, pictures and real things. In addition, she also tried to develop the students' vocabulary understandings and to encourage their motivations in learning new vocabulary by guiding them to compete on guessing the words based on the clues in a game named guessing game. Moreover, in implementing guessing game, the English teacher also gave variety which definitely made the atmospheres in the classroom were not bored and enjoyable.

The last problems came from the limited materials and facilities. Here, the vocabulary in the handbooks *FITUR* was limited. Hence, the English teacher got difficulties in findings the appropriate

materials and media which supported the teaching process. Moreover, the facility of LCD Projector was also limited, so that it caused problems for the English teacher when she needed the LCD Projector to support her teaching process. In this case, the solution given by the English teacher for the limited materials in the handbook was of course she should find out the materials from the other references. Therefore, she usually tried to search the materials from internet. Because, the English teacher thought that finding out the references from internet was easier than from the books.

From the explanations above, it could be concluded that although in the process of teaching vocabulary by using guessing game there were some problems faced by the English teacher, the teaching process was still running well and fun. It was because of in the teaching vocabulary process, the English teacher made the teaching activities were interactive. Besides, the English teacher also facilitated the students with some attractive media. Moreover, in applying the guessing game, the English teacher also gave variety which definitely made the atmospheres in the classroom were not bored and enjoyable.