

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter is needed to present the result of each activity from observation and interview. The researcher analyzed the data from observation one and two. The researcher also analyzed the data from interview with the teacher. The data was discovered from the teaching and learning process in the classroom of seventh grade student of MTs. Roudlotul Ulum. The researcher describes about the implementation and the inhibiting and supporting factor of fly swatter game that was conducted at MTs. Roudlotul Ulum.

The data in the research were analyzed qualitatively. The method of this research was descriptive research. The data were from observation and interview.

#### 4.1 Finding

##### 4.1.1. Result of Observation

The researcher observed the situation of teaching learning process to get the data and answer how the implementation of Fly Swatter Game in teaching vocabulary in seventh grade students of MTs. Roudlotul Ulum. The data conducted from observation. The observation was conducted two times.

**Table 4.1.1 observation dates**

<b>observation</b>	<b>Date</b>	<b>Times</b>
First Observation	Wednesday, 1 <sup>st</sup> August 2018	07.00 – 08.30 am
Second Observation	Wednesday, 8 <sup>th</sup> August 2018	07.00 – 08.30 am

The first meeting the teacher was giving the material about expression of gratitude and apologizes. The second meeting the teacher was giving the material about the expression of introduction. The researcher observes the classroom situation and condition and also observes the interaction between the teacher and students in teaching learning process. The researcher used observation sheet to get the data about how is the implementation of fly swatter game.

In the observation sheet, the researcher observed the teacher and the students. The researcher observed the teacher to know the way teacher teach vocabulary. The researcher observed the students to know how students respond in teaching learning process. The researcher using observation sheet to get some data. The researcher was written the result of the observation based on observation in the classroom. The researcher observed the theme, method and media that the teacher used in teaching learning process. The researcher also observed their activities, from opening until closing activities.

Before the researcher conduct the observation, the researcher discuss with the English teacher about the setting of the research. The observation conducted at the seventh grade students. There are two classes in seventh grades it is A and B. The researcher and the teacher have been chosen the seventh B. The duration of this research was 2x45 minutes on Wednesday. The observation was conducted two times. It is started from 07.00 and finished at 08.30 am.

### a) First observation

The first observation was conducted on Wednesday, 1<sup>st</sup> August 2018 at 07.00 – 08.30 am. The researcher observed the classroom conditions. In the beginning of the lesson, the teacher opened the class with Salam and asking their condition. The teacher checked attendance list to know who is absent that day. The class was followed by 32 students; it means there were 4 students absent that day. The teacher gave warming up to the student (asking about last material), it was given to the students to know whether the students studied or not. Before the teacher asking some question to related to the material

The teacher did not used fly swatter game in teaching vocabulary; the teacher was using Grammar Translation Method to explain the material about the expression of gratitude and apologizes. After the teacher explains the material, teacher read load the material and the students followed teacher instruction. Teacher asked students to found the meaning after they read the material. Teacher asked some student to came forward and read the material, in this activity teacher also practiced how to speak with a good pronunciation. The teacher asked the student whether they found new vocabulary that they do not know the meaning and the teacher helped students to found the meaning. After that, the teacher wrote the new word and the meaning in the blackboard. The teacher asked students to memorizing the new word, and next meeting the teacher will asked students to memorizing the vocabularies. After wrote new vocabularies the teacher asked students to do some exercises and the teacher will correct their work. In this activity the teacher gave students 30 minutes to

do their exercise. Teacher need more pay attention to the students because some students did not doing their exercise.

Before closed the class the teacher reviewed the material that was given today. Teacher also gave students home work before she closed the class by saying Hamdallah together.

In this meeting, the students were very passive because the teacher used Grammar Translation Method. In this method, the roles of the teacher are very traditional. The teacher was the authority in the classroom. The students do what the teacher said to them. The students translate what the teacher said into their native language. Students will open their dictionary when their teacher asked them to translate the material.

This meeting was very monotonous. Teacher asked the students to read and translated the material. In the half of their class, teacher asked students to do the exercise. Some of them will do their exercise, but most of them did not pay attention to their teacher. Students played with their friend when the teacher asked them to do their exercise. It was wasting the times; teacher gave more than 30 minutes for students only to do the exercise. This method is not effective for students to increase their vocabulary.

#### **b) Second observation**

The second observation was conducted on Wednesday, 8<sup>th</sup> August 2018 at 07.00 – 08.30 am. The researcher observed the classroom conditions and also the implementation of fly swatter. In the opening activities, the teacher opened the class with Salam and asking their condition. The teacher checked

attendance list to know who is absent that day. The class was followed by 36 students, there was no absent student. The teacher gave warming up to the student (asking about last material), it was given to the students to know whether the students studied about the last material or not. Before the teacher explains about their material, teacher gave question about the material that day.

In the main activities, the teacher was using two methods. The teacher was using Grammar Translation Method to explain the material about the expression of gratitude and apologizes and using fly swatter game to teach vocabulary.

After explaining the material, Teacher read load material and the students followed teacher instruction. Teacher asked students to found the meaning after they read the material. After the teacher explained the material, the teacher asked some student to came forward and read the material. The teacher asked the student whether they found new vocabulary that they do not know the meaning. In implementing fly swatter game, teacher asked some students to mention some vocabulary with the meaning.

Before using fly swatter game, the teacher gave students warming up to built students' concentration and made students more focused in the class. In warming up activity, teacher asked students who did not pay attention to mention some vocabularies. Teacher wrote the vocabulary on the blackboard randomly. Teacher should make sure that words on the board can be seen by students. Teacher told the students that they will play a game namely fly swatter. To play the game, teacher asked students to make two groups. Teacher asked two students from each group to come forward. Teacher gave fly swatter

to the students. Teacher gave the students instruction to do this game. Students will hit the word in the blackboard when the teacher mentions the word. To get the point, teacher asked student to spell the word and mention the meaning. This game had three rounds.

In closing activities the teacher reviewed the material that was given today. Teacher also gave students home work before she closed the class by saying Hamdallah together.

**Teacher :Maria Wahyu I.D., S.Pd**

**Researcher : Sechah Nurrikiyah**

**Class :VII B of MTs. Roudlotul Ulum**

**Table 4.1.2 Observation Sheet in the Second Meeting**

<b>Indicator</b>	<b>Result</b>	
	<b>Teacher</b>	<b>Students</b>
<b>Theme/Material</b>	<b>expression, greeting, gratitude, apology</b>	<b>expression, greeting, gratitude, apology</b>
<b>Method</b>	<b>Fly Swatter Game</b>	<b>Fly Swatter Game</b>
<b>Media</b>	<b>White board, marker, book, Fly Swatter</b>	<b>pen, book</b>

<p><b>opening</b></p> <p><b>Activities</b></p>	<ul style="list-style-type: none"> <li>- The teacher started the lesson by Salam</li> <li>- The teacher checked the attendance list</li> <li>- The teacher asking some question related to material last week</li> <li>- The teacher told the students about the topic today</li> </ul>	<ul style="list-style-type: none"> <li>- Students greeted the teacher and checked attending</li> <li>- Students answered teacher's question</li> <li>- Students pay attention to the teacher.</li> </ul>
<p><b>while activities</b></p>	<ul style="list-style-type: none"> <li>- The teacher explain the material</li> <li>- The teacher ordered the students to follow the instruction.</li> <li>- The teacher ask student to read the material</li> <li>- Teacher read aloud and students followed the teacher</li> </ul>	<ul style="list-style-type: none"> <li>- Students give attention to the teacher with good respond.</li> <li>- Students followed teachers' instruction</li> <li>- Students doing their assignment</li> </ul>

	<ul style="list-style-type: none"><li>- The teacher ask student to find out new vocabularies and the meaning.</li><li>- The teacher helped students to find out the difficult word.</li><li>- The teacher wrote some vocabulary on the board randomly.</li><li>- Teacher asked student to made two group.</li><li>- Teacher asked two students from each group to come forward and gave them fly swatter.</li><li>- Teacher asked two students to face their friends.</li><li>- Teacher mention a word then as fast as possible students hit</li></ul>	
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	<p>the board by using fly swatter.</p> <ul style="list-style-type: none"> <li>- Students will get the point after they spelt the word.</li> <li>- After played fly swatter the teacher gave individual assignment.</li> <li>- The teacher asks students to submitting their work.</li> <li>- The teacher checked the students' understanding</li> </ul>	
<p><b>closing activities</b></p>	<ul style="list-style-type: none"> <li>- The teacher conclude the lesson</li> <li>- Teacher gave students homework</li> <li>- The teacher closed the meeting</li> </ul>	<ul style="list-style-type: none"> <li>- students was review the material with the teacher</li> </ul>

In the second observation, teacher was using Grammar Translation Method in explaining the material and using Fly Swatter game in teaching vocabulary.

In the beginning of the class teacher was used Grammar Translation Method in explaining the material. Students were read the material and find the meaning from their dictionary. In the half of their class, teacher was using Fly swatter game to check their understanding about vocabularies that they got that day. Before teacher used fly swatter game, teacher asked students to sing a song to know who was focused with the material and who did not focus. From this activity, teacher got 6 students whom did not focus. Teacher asked 6 students to come forward.

Teacher explained the rules of the game. In this game, students were looked very enthusiastic in following teaching process in the classroom. The students were very interested and enjoyable when teacher taught by using fly swatter game. The class was noise. Students from each group try to help their friends whose hold the fly swatter.

Fly swatter game is really good for teaching vocabulary. It helped students to speak up, know the meaning and how to pronounce the word with a good pronunciation.

#### **4.1.2. Result of Interview**

Based on the interview with the English teacher, the researcher got the data about the supporting and inhibiting factors. There were some factors based on the interview. In interview technique, the researcher used guideline interview as instrument to collect the data. The researcher used semi structured interview, and the researcher made nine questions for the teacher. The researcher got some

data about the inhibiting and supporting factor in teaching vocabulary using fly swatter game.

Based on the interview with the English teacher, there are three supporting factors. First the students are enjoying the class. It can be seen from the data from observation. The students were looked very enthusiastic; they followed the rules and tried to support their friends. Second, they can memorize vocabularies through different way. It can be seen from their ability to spell the word and mention the meaning. Third, they are more active. The students were very enjoyed the class because that was their first experience. They usually use a traditional method in learning new vocabulary. Teacher gave the students new vocabulary and asked students to memorized new vocabulary with the meaning. Every week teacher will ask students to speak their vocabularies without read their note (Memorizing). This method is really an old method. The teacher tried to applied some method and media to made students more enjoying and active in the class.

While for the inhibiting factors based on the interview, the teacher said there was only one inhibiting factor in implementing Fly swatter game that is the time allocation. The teacher can't manage well time allocation.

Fly swatter game is a simple game. Teacher only needed fly swatter to apply this game. This game is one of many solutions for teacher to improve students' English skills. The important thing this game can help teacher to checked students' vocabularies.

## 4.2 Discussions

Based on the finding description in the classroom observation and interview with the teacher, there were several data that could be noted down. It was arranged to be answered the first and second research problems. The first problem was about the implementation of fly swatter game in teaching vocabulary. After implementing fly swatter game, the researcher tried to find out inhibiting and supporting factor through the interview with the teacher.

### 4.2.1 The Implementation of Fly Swatter Game in Teaching Vocabulary

In the result of the classroom observation the researcher concluded that there was improvement in teaching and learning process. The used of fly swatter game gave good affect in their learning. Fly swatter game is not monotonous activities. This game gave an enjoying and cheerful class. Students can learn without thinking they will make mistakes or they cannot do well in their class. The implementation of fly swatter game was divided into three steps; pre teaching activity, while teaching activity and post teaching activity.

#### a. Pre-activity

In this activity teacher told students that they will play a game. But, before starting the game, the teacher has to tell the procedures of the game. The teacher gave explanation about the rules of the game that must be followed by students.

First, they should face their friend and do not face the board. Second, they should not block another player with their arm or their body to prevent them getting at a word. Third, they will get the score after they spell and mention the meaning of the word.

Some of the research that had been conducted showed that the teacher will give the topic before playing the game. But, in this research teacher did not give the topic. The teacher will give the words from the material that day.

b. While activity

In this activity teacher roles are as a facilitator, as a leader and as an instructor. While the students' role as objects of learning. It means that students follow each instruction related to the game from their teacher. They play the game based on the rules managed by teacher. According to Permadi (2014) stated that in this activity, all students should participate in using vocabulary they have and also pay attention to their friends' performance in the game. Besides, students should also keep the situation well during the game is played.

In this activity the observation showed that students are quite noisy they can't keep the situation well during the game. They will shout to support their friends to get the points. In this activity, some students are still shy to come forward. Teacher should mention the name of the students to come forward and played the game.

c. Post – activity

In this activity, the teacher gave exercises. Students do their exercises individually. This activity was necessary in order to check students understanding about vocabulary that they acquire during the game.

#### **4.2.2 The Supporting and Inhibiting Factor in Implementation of Fly Swatter Game**

In the result of interview and the research that had been conducted, fly swatter had supporting and inhibiting factors. There were some supporting factors in implementing fly swatter game in teaching vocabulary. Fly swatter game was a simple game. It means that teacher no needed much preparation in using this game. This game can warming up the situation in the class and gave students motivation in learning English. Based on the interview with the English teacher, there are three supporting factors. First the students are enjoying the class. It can be seen from the data from observation. The students were looked very enthusiastic; they followed the rules and tried to support their friends. Second, they can memorize vocabularies through different way. It can be seen from their ability to spell the word and mention the meaning. Third, they are more active. The students were very enjoyed the class because that was their first experience. They usually use a traditional method in learning new vocabulary.

Fly swatter game had a little inhibiting factor. The data from the interview with the teacher showed that there was only one inhibiting factor, the class noise. In the other hand, for the teacher the noise of the class was a good improvement. It means that every student wants to speak. They were really enjoyed their learning process. Fly swatter game also can be teacher's strategy to improve students memorizing in vocabulary.

This result was supported by the previous researcher, by Rezkiah and Amri (2013) entitled "*Using Flyswatter Game to Improve Students' Vocabulary at Fifth Grade of Elementary School*". Based on the researcher activities, students could improve their vocabulary because; first, the students learning while

playing. In elementary school, students usually doing something fun. They interested in the classroom. Second, there some moments that can make students remember some words like when their friend did something wrong or funny, other students can remember those moments also the words automatically. Third, by using flyswatter game, students competence with each other to find out the meaning of words by following some interesting activities in that game.

