

## **CHAPTER IV**

### **RESEARCH FINDING**

#### **A. Result of the Study**

This study was conducted by using a classroom action research. It consisted of several activities. First activity was the preliminary research. In this phase, the writer interviewed the English teacher and did the observation to find out the problem faced by the students. It was held on Monday, 2<sup>nd</sup> of May 2011. After did the preliminary research, the writer held the cycle I on Wednesday, 4<sup>th</sup> of May 2011, cycle 2 on Monday, 9<sup>th</sup> of May 2011 and cycle 3 on Wednesday, 11<sup>th</sup> of May 2011.

#### **1. Preliminary Research**

A preliminary research was conducted at the beginning of the research. It was done by interviewed the English teacher and observed the classroom activity during the English lesson before being taught using songs. First activity was interview. The writer interviewed the English teacher to find out the problems faced by the students. Mr. Abdurrahman said that the students' interest and ability toward English, especially about its grammar were low. It might be caused of some possibility reasons, such as the limited time of lesson and the less facility supported in English lesson, for example there is no language laboratory yet beside the high naughty level of big amount of students in that class.<sup>1</sup>

Besides the interview the writer also did the observation. It was done on 2<sup>nd</sup> of May 2011. An observation checklist was used in this activity.

From the observation, the writer found some facts that happen in the classroom during the English lesson. It could be described as bellow:

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<sup>1</sup> Interview is with Mr. Abdurrahman, S. Pd, (English Teacher of Eight Grade), Monday, 2<sup>nd</sup> of May 2011, in SMP Islam Siti Sulaekha, Sriwulan Sayung Demak.

the English teacher explained the material systematically and communicatively. Teacher did not use English in his explanation. It might be the apprehension for teacher that the students would not understand if the teacher used English. When the teacher explained the material, there were only few students who pay attention to the teachers' explanation. Teacher gave warning to the students that did not pay attention. In the teaching learning process, the students did not being active in asking the teacher related to the material learn. Most of them were busy with their activities, even there were some students gave unwanted responses to the teacher, such as talking with loudly sound and inappropriately. Too many students gave negative responses in the class with their various troublesome attitudes verbal or nonverbally. From observation checklist, researcher noted there were about 29% of students who gave the negative attitude responses, and there were only 33% students who gave the positive attitude responses. From those information researcher could found that students' interest level of the class as a whole is only 4%.

From the description above, it can be conclude that the students; attention, participation, activity were low during the English lesson. It's indicated that students' interest of 8A students of SMP Islam Siti Sulaekha Sriwulan Sayung Demak in English grammar class still need to be developed. Then, the writer hopes that the use of games in teaching English grammar will make the students more active in participation and the most important matter is that the students' interest will improve.

## **2. Cycle I**

### **a. Planning**

The writer planed to use a game to teach English grammar. The writer determined topic and arranged lesson plan to be used in learning process. In cycle 1 the researcher planned to teach "past tense" in the recount text and used game entitled "*Card Game*" by

downloading the game file from internet at *one stop English.com* as the tool.

**b. Acting**

The action was aimed to solve the problems. In this phase the writer implemented a game (Card Game) as media to taught English in the class. The students had been taught by researcher himself. Students were taught about “recount text” that consists of past tense. First step was the teacher explained the topic, mainly related to the game features before they were taught by the game. Teacher explained how to make past tense sentences in affirmative, negative and interrogative forms. After that, teacher explained the rule of the game. Then they played the game which was related to the topic. In this first cycle students played *Card Game*, which the aim was to investigate students’ ability to work in a big group. In this teaching-learning process by *Card Game*, students were divided into 5 groups, which each group was consisted with 5 students. Because there were 23 students from 24 of total students who were attending the class, so there were 2 groups consisted with 4 students. Then, teacher gave 6 cards to each group. Every group was asked to gather the identical cards as much as they could do, by asking using past tense sentences to other groups to be the winner. The result of this step was big amount of students were active in participating the game. Although there were found some of boys participated the game arrogantly, but the game had walked successfully. From 6 cards had been given, a group (group 3) won the game by collecting 4 identical cards, continued other groups with 3, 2, 2 and 1 cards. In the final activity, students were asked to express their feeling and also their attitudes when they were taught by the game, by fill the questionnaire given by teacher/researcher.

Result of the questionnaire was better than at the pre cycle with the mean of the students’ score was 38.5. It classified in

medium category. According to agreement of the school side, researcher did not use achievement test to measure the students' language skills, because the students' language skills scores had been made by the original teacher of this class. So, researcher could focus in measuring students' interest development.

The calculation of the students' interest score from questionnaire can be seen as follows:

$$\begin{aligned} \text{The mean of students' motivation} &= \frac{\text{The total of the scores}}{\text{The number of the students}} \\ &= \frac{810}{21} \\ &= 38.5 \text{ (Medium)} \end{aligned}$$

### c. Observing

The writer used the observation activity during the lesson. This observation was to observe the students' activity and participation that could be seen from their attitudes in classroom. In this step researcher did the teaching learning process as a teacher/instructor. While for observation work researcher was asking for help to Mr. Abdurrahman as this class teacher originally to do the observation by using observation checklist framework had been made by researcher.

From the observation checklist, students' interest of the class can be described as follows: big amount of the students' paid attention to the teacher explanation (15 students), students who actively in asking question to their teacher if they did not understand the material yet were about 9 students. There were about 17 students who really follow teacher instruction, and about 13 students who active in group discussion. But researcher still found high intensity of students' troublesome attitudes. Researcher noted there were about 19 unwanted attitudes had been made by students, that show their uninterested in this class. It could be caused by their usual

behavior that inclined negative in their daily life brought from their environments outside of the class. In this observation, researcher get additional notation about there were more or less 3 students whom must been given a special care, because of their acute bad attitudes.

**This is the calculation result from observation:**

Total of Positive Attitude Responses = 77.

Total of Maximum Positive Attitude Responses can be gotten = 115

$$\text{Percentage of Positive Attitude Responses} = \frac{77 \times 100}{115} = 66.95\%$$

Total of Negative Attitude Responses = 19

Total of Maximum Negative Attitude Responses can be gotten = 115

$$\text{Percentage of Negative Attitude Responses} = \frac{19 \times 100}{115} = 16.52\%$$

Total of Positive Attitude Responses - Total of Negative Attitude Responses = 66.95% - 16.52% = 50.43% (Medium)

**d. Reflecting**

From action and observation step at this cycle, researcher notes some points as follows:

1. Students' interest level has experienced significant rising.

$$\text{Mean of students' interest from questionnaire and observation} = \frac{38.5 + 50.43}{2} = 44.47 \text{ (Medium)}$$

2. There were some students who still showed their unwanted attitudes in the teaching learning process, and some of them needed more intensive attention from the teacher because of their respect-less to their teacher at this cycle. The possibility, it could be caused by researcher as the teacher and instructor in this class did not have close relation yet enough than the original teacher of the class. So, researcher would ask for help to the teacher of this class to do action step at the next cycle to make

them showing their obedient attitudes in the class when they were being taught by their teacher.

3. The use of Card Game in this cycle was to investigate the students' ability when they worked in a big group. Unfortunately, researcher found that in every group, not all member of each group did their role. Some of them were depended on their friend to solve their problems. This matter needed to be repaired, so all of students in the class could do their role to solve their problems by their selves.

### 3. Cycle 2

#### a. Planning

The writer planned to use other game entitled "*Scrambled Sentence*" as the tool to teach English grammar. This game was prepared to investigate the students' ability to work in pairs. The writer prepared the lesson plan, the material, questionnaire, and observation checklist. In this cycle, the students would be taught about "Simple Past Tense" again. Researcher got the game material from *Index Card Games for ESL* book by Raymond C. Clark.

#### b. Acting

As the reflection from the first cycle, the teacher role in this cycle was handed out by Mr. Abdurrahman as the teacher of the class as usually. In this action teacher began his teaching by opening and greeting. Then the teacher also asked the students about the material from the previous meeting. The next step the teacher explained about Simple Past Tense. Teacher explained the usage, the pattern, time signals, regular and irregular verb and also the examples. Then teacher explained the rules of the game before the students played the game. Then they were divided into pairs. Because there were 21 students who attended the class, so they were divided into 10 pairs, with an exception there was a group which the member was 3

students. Teacher gave each pair a scrambled sentence. Each pair was asked to arrange their sentence to be the correct one. Then they were asked to write their work on the blackboard in front of the class. A pair that could write their sentence correctly at the first time was the winner. This activity had done successfully. Almost all of the students followed the teacher instructor, although there were little technical mistakes had been made by teacher.

After the students were taught using this game they were asked to feel questionnaire to express their interest to the lesson. But there were some students didn't give their questionnaires. From 21 students who attended the class researcher only found 17 questionnaires had been gathered. The calculation of the students' interest score from questionnaire can be seen as follows:

$$\begin{aligned} \text{The mean of students' motivation} &= \frac{\text{The total of the scores}}{\text{The number of the students}} \\ &= \frac{759}{17} \\ &= 44.6 \text{ (Medium)} \end{aligned}$$

### c. Observing

Researcher found the exiting fact in this observation. Because from the observation checklist was noted, it showed the significant improvement of students' interest of the class as a whole. Students' positive attitude responses more increased than before, and their negative attitude responses of the lesson more decreased than before.

#### **This is the calculation result from observation of cycle 2:**

Total of Positive Attitude Responses = 84.

Total of Maximum Positive Attitude Responses can be gotten = 105

Percentage of Positive Attitude Responses =  $\frac{84 \times 100}{105} = 80\%$

Total of Negative Attitude Responses = 12

Total of Maximum Negative Attitude Responses can be gotten = 105

$$\text{Percentage of Negative Attitude Responses} = \frac{12 \times 100}{105} = 16.52\%$$

Total of Positive Attitude Responses - Total of Negative Attitude Responses = 80% - 16.52% = 68.58% (High)

**d. Reflecting**

From action and observation step at this cycle, researcher notes some points as follows:

1. Students' interest level has risen than before.

$$\begin{aligned} \text{Mean of students' interest from questionnaire and observation} = \\ \frac{44.6 + 68.58}{2} = 56.6 \text{ (High)} \end{aligned}$$

2. Original teacher of the class could handle the situation of the class although there were 1 or 2 students still showed their un-interest attitudes to the lesson. But there were some mistakes had been made by teacher about the game procedures. It was happened, because the teacher didn't do the maximum preparation to the material as researcher wanted. Because each pair of the class ought to been given some scrambled sentences, not just one. So, researcher needed to implement one cycle more to repair this matter.
3. Teaching strategy using pair work to make all of students more active to follow the teacher's instructions was not fully success yet. There were only about 50% of students of the class who work together in pairs. The other ones still depended on their partner to solve their problems. Because of the reason, researcher would try to ask to the students to work individually in the next game of cycle 3. Researcher hoped, that the next cycle would make all of students would be interested in the lesson.



#### 4. Cycle 3

##### a. Planning

Researcher planned to teach English grammar using a game entitled “*Grammar Casino*” to investigate students’ ability when they worked individually to solve their problems by themselves. Researcher got the game material from internet website at: <http://www.mes-english.com/games/grammargasino.php>. From reflection step at previous cycle, researcher would act as teacher of the class to avoid some procedural mistakes. Beside that, researcher also asked for help for Mr. Abdurrahman’s participation to manage the class situation, so that teaching learning process walked successfully, more than just observed the students’ attitudes.

##### b. Acting

Researcher as the teacher of the lesson in this cycle began the teaching-learning process by opening and greeting. After that, teacher asked some questions to the students about previous lesson. Then teacher explained more additional explanation about some features of simple past tense; such as “*passive voice*” of simple past tense and also “*regular and irregular verbs*”, *negative* and *interrogative* sentences and gave the examples. After ascertain there were no questions more from the students, teacher began the game. Teacher explained the rule of game first. Then each student was given a piece of paper which consisted with 10 past tense sentences in affirmative, interrogative or negative forms. Some of sentences were correct, but any others were incorrect. Students were asked to give mark (V) to the “**Good**” box. if they predicted that a sentence was grammatical. Or gave mark (V) to the “**Not Good**” box, if they guessed that a sentence ungrammatical. Students were given 100 points at the beginning. Then they wrote in their bet line. If they are confident, they can bet a lot. If they aren’t so confident, they can bet a little. (Teacher required a minimum bet of 10 points). When they

finished their job, they were asked to exchange their job to their friends beside them to correcting it. Students waited for the answer from the teacher. Once the teacher told the students the answer, they checked to see if the sentences were correct or not. If they were correct, they added their bet to their point total. If they were wrong, they subtracted their bet from their point total. The student with the most points at the end of the game was the winner. From total 24 students of the class there were 20 students attended the class. All of them were looked so enthusiastic to join the game, although such as some meeting before, there were 1 or 2 trouble maker students in the class. But it didn't a serious matter. Those students just wanted to be cared by the teacher or their friends. But naturally they were good students, because there was no student who didn't do their individual job in the game. The lesson was success as a whole.

Such as some cycles before, after students were taught using a game, they filled questionnaires to express their in interest feeling to the lesson. This is the result of the questionnaires:

$$\begin{aligned}
 \textit{The mean of students' motivation} &= \frac{\textit{The total of the scores}}{\textit{The number of the students}} \\
 &= \frac{911.25}{20} \\
 &= 45.56 \text{ (Medium)}
 \end{aligned}$$

**c. Observing**

In this cycle, the result of the observation was almost same with the previous cycle. The students' activity and participation during the lesson were improved than the preliminary research/before taught using game. It indicated that the students' interest also improved. It can be said that the use of game to teach English grammar can improve the students' interest and motivation to learn English, especially its grammar.

**This is the calculation result from observation of cycle 3:**

Total of Positive Attitude Responses = 72.

Total of Maximum Positive Attitude Responses can be gotten = 100

$$\text{Percentage of Positive Attitude Responses} = \frac{72 \times 100}{100} = 72\%$$

Total of Negative Attitude Responses = 6

Total of Maximum Negative Attitude Responses can be gotten = 100

$$\text{Percentage of Negative Attitude Responses} = \frac{6 \times 100}{100} = 6\%$$

Total of Positive Attitude Responses - Total of Negative Attitude Responses = 72% - 6% = 66% (High)

**d. Reflecting**

In this reflecting step, researcher notes some points as follows:

1. The teaching-learning process through "**Grammar Casino**" game in class 8A of SMP Islam Siti Sulaekha walked successfully as a whole.
2. All of students in the class participated to join the game enthusiastically and all of them did their individual job.
3. Mean of students' interest from questionnaire and observation =  $\frac{45.56 + 66}{2} = 55.78$  (High).

**B. The Problems in Teaching Learning Process Using games**

Researcher didn't find any significant problems in teaching implementation using game in English grammar class of 8A Students of SMP Islam Siti Sulaekha Sriwulan Sayung Demak. The head master of the school and English teacher of the class supported this research, and this research can be said success as a whole. Researcher just found a little confusion in the class at the first cycle caused by some troublesome students. Obviously, those students were moved from other schools because

of their ugliness. But gradually, their arrogant attitudes decreased at the next meetings, and there were inclination to paying attention than to make confessions. Then for cycle 2 and 3 the problem was limited at the time limitation, especially for the cycle 2. This school is under shelter of a social foundation, which there is also an Elementary School, and also at the same environment. When cycle 2 would be taken place, class 6 of the Elementary School coincided to take a National Examination. So that, students of Junior High School (SMP) began their learning 2 hours later than as usually, and they experienced hour reduction of learning. Because of the reason the teacher and researcher as observatory, as a team of the cycles made an involuntary technique mistakes, but fortunately those matters could be overcome well.

From the explanation above, the writer concluded that the use of games in teaching English grammar can improve the students' interest. It could be seen from their attitude, desire, effort. The students were being more active in participating during the lesson than before. Their negative attitude slowly changed better and better along the teaching-learning process and this positive change always increase to the next meetings. It gives positive affect to their interest and motivation in learning language, especially English grammar.