

## **CHAPTER IV**

### **RESEARCH FINDING AND DISCUSSION**

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

This chapter deals with the analysis of data that were found from the activities during the research. As mentioned in the previous chapter that in this research, the researcher wants to describe the implementation of memory round game in improving students' understanding on adverb of frequency and to identify how much the memory round game improves students' understanding on adverb of frequency. In this research, the researcher uses classroom action research. Its purposes are to know students' understanding on adverb of frequency. In these findings, the researcher presents the result of research and the analysis of the data collected which are conducted through three activities that consist of pre-cycle, cycle 1 and cycle 2. Pre-cycle considered as the preliminary research, two times of treatment are the teaching and learning processes using memory round game and the evaluation tests.

#### **B. Description and Analysis of the Implementation of Memory Round Game in Teaching Adverb of frequency and the Improve of Students' understanding on adverb of frequency**

##### **1. Pre Cycle**

Before doing cycle, the researcher collected the first data such as students' name list and the score of first test from the students. It was conducted on March 15, 2010. The researcher saw that teacher still taught the class by using conventional method, where teacher explained, and students listened. For the first, teacher mentioned kinds of adverb of frequency and the meaning to the students. Then teacher gave examples about them. Teacher asked the students to make other examples of adverb of frequency sentences with their pairs. In the last time, students had to do evaluation test. The teacher gave a test that contains 10 items. It was followed by 40 students as the

participants of the study. The teacher provided 30 minutes for them to do the test. The purpose of the test was to measure the improving of the students' understanding on adverb of frequency.

The score from pre cycle could be seen in the table below:

Tabel 2  
Score test in pre-cycle

NO	NAME OF STUDENTS	SCORE
1.	Abdul Latif	60
2.	A.Malik Abdul Aziz	50
3.	Ahmad Nur Rosyid	60
4.	Akhla Ainur Rosikhah	50
5.	Durotul Laikhah	50
6.	Emi Pujiati	50
7.	Fatimatul Mualifah	60
8.	Jumaiyanti	70
9.	Lailatul Maulida	50
10.	M.Khanafi Lubis	60
11.	M.Farchan Tantowi	60
12.	Masfufah Nur	50
13.	M.Qoimulhaq	40
14.	Mukhtash Nabel Muktafi	50
15.	Miftakhul Sholekah	60
16.	Muhsinatun	60
17.	M.Abdul Ghofur	50
18.	M.Yaqut Nawwaf	50
19.	M.Arjun Naja	50
20.	Nur Khaeroni Alamulhuda	70
21.	Nailur Rohmah	70
22.	Nur Rizka Aulia	60
23.	Nikmatul Azimah	50
24.	Neli Muna Amalia	60
25.	Rizqi Maulidah	60
26.	Rodhotun Nasikhah	60
27.	Riza Ramli	50
28.	Sakhii Mahdum	60
29.	Siti Khamidah	50
30.	Salafudin Ahmad	50
31.	Siti Masrikhah	60
32.	Siti Nur Azizah	60
33.	Siti Lailatul Masidah	70
34.	Siti Asiyah	50
35.	Siti Maemunah	50

36.	Siti Khoirin Nisa	60
37.	Siti Nur Latifah	50
38.	Toifatul laela	50
39.	Ulfi Rahmasari	60
40.	Amalia Hanifah	50
Total Score		2250

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{2230}{40}$$

$$= 55.75$$

The average score of the students test for pre cycle test is 55.75 it means that the result is low.

The result of pre-test is not satisfying yet. The researcher is aware of the most of the students in class VIII C still have difficulties in understanding adverb of frequency. Hence, the researcher intended to help them to improve their understanding on adverb of frequency by using memory round game. She considers that by giving continuous improvement to the students they will get better result, and she is also aware that teacher's ability to carry out the material in teaching learning process is an important part.

## 2. First Cycle

Cycle I was conducting teaching adverb of frequency through memory round game. The topic was hobbies. It was conducted on March 8, 2010 and there were 40 students following the teaching learning process. Before starting the activity, the writer reviews the previous material about adverb of frequency and explained about memory round game briefly and how to play it. Then, the students practiced adverb of frequency by using memory round game.

### a. Planning

1. The researcher identified the teaching learning design, such as, arranging lesson plan which was according to the teaching learning process which was using memory round game.

2. The researcher prepared the teaching learning process resources, such as, the materials, the game (adverb of frequency cards), evaluation sheet, and the observation sheets.

#### **b. Acting**

English teacher begin the teaching learning process based on lesson plan. She introduced to the students about memory round game. To start the action, students are asked by teacher to mention some adverbs of frequency. Students just mention some familiar words such as usually, always, often, never, and sometimes. Next, teacher asked them to make sentences using those words. Rosyid made sentence with always, my mother always cook in the kitchen. Neli said that she usually go to school at 6.30 clocks.

In this cycle teacher gave explanation some adverbs of frequency completely such always, usually, sometimes, often/frequently, generally/normally and repeatedly. Besides their meaning, teacher also explained about their position in the sentence. After finished her explanation, teacher gave a game to make students interest with this material.

Before start the game, teacher introduced what memory round game is, and how to play this game. Teacher gave 10 different kinds of candy to students in order to separate them into 10 groups. Each student who got same candy would be placed in one group. Each group consisted of 4 students, the names of the groups were: Relaxa, Kopiko, Dynamite, Kiss, Cappilanos, Red Mentos, Yellow Mentos, Green Tango, Purple Tango, Blaster.

The teacher distributes some cards with Adverb of Frequency on each group. Prepare one card for each student. The words should be large and in the dark ink so that all the students will be able read them. In first cycle, Teacher chooses the topic 'Hobbies'. Then, each student asked to make a sentence using his or her Adverb of Frequency but writing is not allowed at any time.

After five minutes teacher asked the first group to come forward and practice the game. The first group is relaxa, consist of Aziz, Emi, Lia, and Laela. Aziz said that he sometimes play foot ball. Emi said that she seldom shopping in the market and Aziz sometimes play foot ball. Lia said that she generally cooks in the home, Emi seldom shopping in the market and Aziz sometimes play foot ball. And the last Laela said that she often swims in the swimming pool, Lia generally cook in the home, Emi seldom shopping in the market and Aziz sometimes play foot ball. Go on to the last group. The students' performance in memory round game can be seen in appendix (appendix 6).

In this cycle the game ran well. Although the students very enthusiastic to follow this game but some groups still have difficulties to repeat their friends' sentences because they less concentrate and make noise in front of class. Even to make sentences students still not creative yet because their ability in mastering vocabulary is limited. The best group in this cycle is red mentos.

To measure students' ability after students followed the memory round game teacher gave the evaluation test. The evaluation consists of 10 items and students have to translate the sentences with adverb of frequency into English. Students did the evaluation about 20 minutes. Although teacher announced in order that students do the test according to their self ability but there were some students cheated their friends' answers.

### **c. Observing**

The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follow:

- 1) The researcher observed the teaching learning process in order to know the effectiveness of using memory round game towards students' activeness in engaging themselves in that game.
- 2) Monitored groups forming.

- 3) Observed the groups' activity in making sentences.
- 4) Wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

The teaching learning process in this activity could run well. Most of the students paid the attention when the lesson was presented.

Table 3  
Observation in Cycle 1

No	Indicators	Poor	fair	Aver age	good	Very good	Total Score
		1	2	3	4	5	
1	Student's attendance					√	5
2	The students are enthusiastic in listening to teachers' explanation of adverb of frequency				√		4
3	The students show curiosity by asking the questions to clarify understanding		√				2
4	The students are enthusiastic in responding teachers' question			√			3
5	The students active in group work				√		4
6	The students are enthusiastic in participating the game			√			3
7	The students pay attention on English game			√			3
8	The students make variation sentence in the game		√				2

9	The students are enthusiastic doing the test			√			3
10	The students complete the task correctly				√		4
	Total score		4	12	12	5	33

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{max imum score}} \times 100\% \\
 &= \frac{33}{50} \times 100\% \\
 &= 66\%
 \end{aligned}$$

It was resulted that students activeness/participation in teaching learning activity were 66% or 26% increased. According to the result of the observation above it can be concluded that more students joined the class enthusiastically. They paid attention to the lesson, although some students made noisy when was playing the game, because they still confused with the researcher direction and they never played game before. They tried to cheat and discussed the answer with their friends. It can be said that the use of memory round game were effective in improving students' understanding on adverb of frequency. Students showed that they were enough understanding to make sentences in front of the class by using English through the use of the game.

#### **d. Reflecting**

Finally, to check the students' understanding on adverb of frequency through the memory round game, the writer evaluated them by giving the evaluation (cycle 1 test). The result is as follow:

Tabel 4  
Score test in Cycle 1

NO	NAME OF STUDENTS	SCORE
1.	Abdul Latif	70
2.	A.Malik Abdul Aziz	70
3.	Ahmad Nur Rosyid	80

4.	Akhla Ainur Rosikhah	70
5.	Durotul Laikhah	70
6.	Emi Pujiati	60
7.	Fatimatul Mualifah	70
8.	Jumaiyanti	80
9.	Lailatul Maulida	70
10.	M.Khanafi Lubis	80
11.	M.Farchan Tantowi	70
12.	Masfufah Nur	60
13.	M.Qoimulhaq	60
14.	Mukhtash Nabil Muktafi	70
15.	Miftakhul Sholekah	70
16.	Muhsinatun	70
17.	M.Abdul Ghofur	60
18.	M.Yaqut Nawwaf	70
19.	M.Arjun Naja	70
20.	Nur Khaeroni Alamulhuda	80
21.	Nailur Rohmah	80
22.	Nur Rizka Aulia	70
23.	Nikmatul Azimah	60
24.	Neli Muna Amalia	70
25.	Rizqi Maulidah	70
26.	Rodhotun Nasikhah	80
27.	Riza Ramli	60
28.	Sakhii Mahdum	70
29.	Siti Khamidah	70
30.	Salafudin Ahmad	60
31.	Siti Masrikkah	70
32.	Siti Nur Azizah	70
33.	Siti Lailatul Masidah	80
34.	Siti Asiyah	70
35.	Siti Maemunah	70
36.	Siti Khoirin Nisa	70
37.	Siti Nur Latifah	70
38.	Toifatul laela	70
39.	Ulfi Rahmasari	80
40.	Amalia Hanifah	70
Total Score		2810

$$M = \frac{\sum X}{N}$$

$$M = \frac{2810}{40}$$

= 70.25

According to the computation above, the average score of cycle 1 test was 70.25. It means that the result of cycle 1 test was higher than pre-cycle. It showed that by using memory round game, the teaching learning process was successful.

### **3. Second Cycle**

Cycle 2 was conducting memory round game on March 29, 2010 and there were 39 students following the activity. The second cycle was the same with the first cycle. It was about teaching learning process and the evaluation, but the topic was different for the first cycle. The students learned about daily activity. There were 39 students. There was one student who is absent that day. Before the lesson started, she asked the students about their hobbies to give more attention to the lesson.

#### **a. Planning**

1. The researcher planned some activities to get maximum result in the second cycle. She tried not to do same weakness such as the first cycle.
2. The researcher prepared the teaching learning process resources, such as, the materials, the game (adverb of frequency cards), evaluation sheet, and the observation sheets.

#### **b. Acting**

The problem that faced by the researcher and the teacher in the previous cycle is the students made noisy when play the game, they still confused with the teacher's direction. They tried to cheat and discussed with their friends. In this cycle, the teacher gave directions more slowly and clearly to the students when play the games and the winner got prize.

Before start the game, teacher explained about other adverbs of frequency such occasionally, rarely/seldom, hardly ever, never, continually, and regularly. Besides the meaning, teacher also told about their position in the sentence. Students more concentrate with teacher explanation in front of

the class. They tried to give example like Salaf rarely take a bath in the river.

Same with teacher did in the last meeting, teacher gave 10 different kinds of candy to students in order to separate them into 10 groups. Each student who got same candy would be placed in one group. Each group consisted of 4 students, the names of the groups were: Relaxa, Kopiko, Dynamite, Kiss, Cappilanos, Red Mentos, Yellow Mentos, Green Tango, Purple Tango, Blaster.

The teacher distributes some cards with Adverb of Frequency on each group. Prepare one card for each student. The words should be large and in the dark ink so that all the students will be able read them. In first cycle, Teacher chooses the topic 'Hobbies'. Then, each student asked to make a sentence using his or her Adverb of Frequency but writing is not allowed at any time.

After five minutes teacher asked the first group to came forward and practice the game. The first group is Green tango; consist of Nur, Akhla, Nisa, and Azizah. Nur said that she generally study for test. Akhla said that she seldom leave her bag in class and Nur generally study for test. Nisa said that she sometimes go swimming, Akhla seldom leave her bag in class and Nur generally study for test. And the last Azizah said that she rarely see concert, Nisa sometimes go swimming, Akhla seldom leave her bag in class and Nur generally study for test. Go on to the last group. The students' performance in this cycle can be seen in appendix (appendix 7).

In this meeting, students were more confidence and enthusiastic in following the memory round game because they had known the material lesson and prepared their self to make sentence used adverb of frequency before. Group by group performed their ability well and fluently. Even they could make funny sentences and it made class condition was more fresh and interesting.

The final result of game as follows. The winner was Cappilanos because every student in this group could repeat their friends' sentences

correctly and succeed to finish this game was fastest time for all groups. In this meeting students were more creative in making sentences. It can be seen in their sentences that more variety than last meeting.

To know the students' improvement after students followed the memory round game teacher gave the evaluation test. The evaluation consists of 10 items and students have to translate the sentences with adverb of frequency into English. Students did the evaluation about 20 minutes. In this meeting students did their evaluation by their selves. No students tried to cheat their friends' answer.

### c. Observing

The researcher observed the activity by using observation format in order to evaluate the results, collect the data and monitor the teaching learning process. It was used to find out to what extent the action result reached the objective. The steps were as follow:

- 1) The researcher observed the teaching learning process in order to know the effectiveness of using memory round game towards students' activeness in engaging themselves in that game.
- 2) Monitored groups forming.
- 3) Observed the groups' activity in making sentences.
- 4) Wrote the success and the problems when the teaching learning in progress which was not enough sufficient in reaching the objectives.

Table 5  
Observation in Cycle 2

No	Indicators	poor	fair	aver age	good	Very good	Total Score
		1	2	3	4	5	
1	Student's attendance					√	5
2	The students are enthusiastic in listening to teachers' explanation of				√		4

	adverb of frequency						
3	The students show curiosity by asking the questions to clarify understanding			√			3
4	The students are enthusiastic in responding teachers' question				√		4
5	The students active in group work				√		4
6	The students are enthusiastic in participating the game				√		4
7	The students pay attention on English game				√		4
8	The students make variation sentence in the game			√			3
9	The students are enthusiastic doing the test				√		4
10	The students complete the task correctly					√	5
	Total score			6	24	10	40

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{max imum score}} \times 100\% \\
 &= \frac{40}{50} \times 100\% \\
 &= 80\%
 \end{aligned}$$

It was resulted that students activeness/participation in teaching learning activity were 80% or 14% increased from cycle 1. It showed that, the use of memory round game as an alternative way in improving students'

understanding was very effective. Based on the result of observation above, it can be concluded that the majority of the students joined the class enthusiastically. All activities in the second cycle could run well. It can be seen from their responses. No students were noisy. While the teacher was presenting the lesson, majority of the students were paying attention to her. The students played the game orderly, when did their test, they were calm and paying attention to the teacher, they tried to answer the questions correctly and enthusiastically.

#### **d. Reflecting**

Finally, to measure the students' understanding on adverb of frequency through the memory round game, the researcher gave the test. The result is as follow:

Tabel 6  
Score test in Cycle 2

NO	NAME OF STUDENTS	SCORE
1.	Abdul Latif	80
2.	A.Malik Abdul Aziz	80
3.	Ahmad Nur Rosyid	90
4.	Akhla Ainur Rosikhah	80
5.	Durotul Laikhah	80
6.	Emi Pujiati	70
7.	Fatimatul Mualifah	80
8.	Jumaiyanti	90
9.	Lailatul Maulida	80
10.	M.Khanafi Lubis	80
11.	M.Farchan Tantowi	80
12.	Masfufah Nur	80
13.	M.Qoimulhaq	80
14.	Mukhtash Nabel Muktafi	80
15.	Miftakhul Sholekah	80
16.	Muhsinatun	80
17.	M.Abdul Ghofur	70
18.	M.Yaqut Nawwaf	80
19.	M.Arjun Naja	80
20.	Nur Khaeroni Alamulhuda	90
21.	Nailur Rohmah	90
22.	Nur Rizka Aulia	80
23.	Nikmatul Azimah	70
24.	Neli Muna Amalia	80

25.	Rizqi Maulidah	80
26.	Rodhotun Nasikhah	90
27.	Riza Ramli	70
28.	Sakhii Mahdum	80
29.	Siti Khamidah	80
30.	Salafudin Ahmad	70
31.	Siti Masrikhah	80
32.	Siti Nur Azizah	80
33.	Siti Lailatul Masidah	90
34.	Siti Asiyah	80
35.	Siti Maemunah	80
36.	Siti Khoirin Nisa	80
37.	Siti Nur Latifah	80
38.	Toifatul laela	-
39.	Ulfi Rahmasari	90
40.	Amalia Hanifah	80
Total Score		3140

$$M = \frac{\Sigma X}{N}$$

$$M = \frac{3140}{39}$$

$$= 80.51$$

The average score of test in cycle 2 was 80.51. It means that the students' achievement in learning adverb of frequency using adverb of frequency using memory round game has a significant improvement.

From explanation above, the researcher concluded that the problems have been solving using memory round game to teaching adverb of frequency.

#### 4. Description and analysis of the whole meetings

Tabel 7

Comparison percentage students enthusiastic in response teaching learning process using memory round game on cycle I, dan cycle 2.

No	Cycle	Total Score	Percentage (%)
1	Cycle 1	33	66
2	Cycle 2	40	80

Tabel 8  
Comparison the average of students score  
On pra cycle, cycle 1, and cycle 2.

No	Cycle	Mean
1	Pre cycle	55.75
2	Cycle 1	70.25
3	Cycle 2	80.51

As whole the meetings ran well. There was some significant improvement from cycle one to cycle two.

In the pre test, all of the students have been doing the test, and the average result was 55.75 in this activity, the teacher still use conventional method. She did not use memory round game as teaching media. In teaching learning process, only half of the students are active and enthusiastic to the lesson. A half of students did not give response maximally, especially the students who sit down in backside. They like talk with their pairs. The students look boring and sleepy.

In the first cycle, the average result was 70.25, the teacher began use memory round game to teach the students. In teaching learning process, there were many of students joined the class enthusiastically. They paid attention to the lesson, although many of students still confused with the researcher and the teacher direction. It made the class noisy, it caused that they never play the game in class before. But it can be overcome with give direction more slowly and clearly.

In the second cycle, the average result was 80.51 before the lesson began, the researcher asked the students to give more pay attention to the lesson. Because the researcher would give reward to the students who wins the game. In teaching learning process, majority of the students joined the class enthusiastically. All activities in this cycle run well. According to the researcher, it caused with their interesting play the game using memory round game and they like to receive the reward.

It showed that there was some significant improvement in students' achievement. Furthermore, there was also improvement from cycle 1 until cycle 2.

The researcher felt that the implementation of memory round game as teaching media to improve students' understanding to teach adverb of frequency was successful. Memory round game are interesting teaching media for the students and a great way to present, practice, and memorize sentences, especially adverb of frequency. So, memory round game can help the adverb of frequency learning.

The memory round game is one of the teaching media that can be used by the teacher to help him in teaching adverb of frequency. Learn adverb of frequency using memory round game is interesting to the students, because with play memory round game students can memorize meaning and adverb of frequency position in the sentences easily. If the students have been interest with memory round game, they can enjoy and interest in the teaching learning process, they can memorize the words easily, and they did not confuse to understand adverb of frequency. Beside that they did not have feel bore in teaching learning process.

When the students have been interest with memory round game, and like to study with play games, it will stimulate them to study about grammar and especially adverb of frequency deeply. Indirectly, memory round game help the students who have feeling boredom in learn grammar. But the teacher also must give motivation to the students in order to learn English well.