CHAPTER IV
DATA INTERPRETATION

A. Result of the Study

This study was on the implementation of snap game to improve students' understanding on tag questions. It was conducted through a classroom action research which consisted of several activities.

1. Pre cycle

This research was conducted on 26th august 2010. There were 29 students as participant, 29 students were present and 3 students were absent, 2 sick and 1 alpha. However, the class should be going on. In this activity, students were taught tag questions by conventional method. In this case the writer conducted at the beginning of the research. First, the writer asked the students about their activities. From the students' answer the writer explained about tag questions. From the observation the writer found some facts those happen in the classroom during teaching process. It could be described as follows: grammar is hard subject and make students difficult. It is make students bored, most of the students didn't pay attention to the writer explanations and got difficulty to understand the material well.

From the description above, it can be concluded that the students' participation activity and their understanding on tag questions was low. The writer got the idea to make the students interested in learning grammar. The writer implemented snap game to improve students' understanding on tag questions. Then, the writer gave the students test to check their understanding on tag questions. The tests contain of 10 items of multiple choices after taught by conventional method. The writer gave 30 minutes to do it. The purpose of the test was to measure the students' achievement before given action. Then, the writer calculated the mean of students' score. It was aimed to know the students' understanding on tag

questions. After giving the test, the writer intended to use snap game to make students more enjoy to study.

2. First cycle

   a. Planning

   The result of the pre cycle was not satisfied. The writer decided to use snap game to make students' understanding on tag questions. Before applying snap game the writer prepared the instructional tools those were needed in teaching learning process. There are lesson plan, observation checklist, card to play snap game, and students' test.

   b. Acting

   In this activity, the writer became a teacher and observer. The first activity was done by asked the students about their activities. By the students' answer, the writer wrote the students answer on the white board and explained the material by the example of the students' answer. The writer explained the pattern of tag questions and applied some example. The writer gave the chance to the students to make the sentence on the white board and also gave the tag questions. The students could respond and create the sentence. Then, the writer gave the students chance to ask questions related to the material. There are two students gave questions to the writer. She asked about how to make tag questions and the other one asked to the writer to explain more about the example before.

   After this, the writer told to the students that in this teaching learning process the writer would apply snap game to teach tag questions. The students seemed curiosity about it. Then, the writer divided the students into 6 group consist of 5 students. These groups were divided last meeting. The writer distributed cards to each group and explained the procedure of playing snap game. First there were some students did not understand about the procedure and then they asked the writer related to the procedure. After writer explained once again, students understood and did not find any difficulties to play

snap game. Then, the students started to play the game. Students must cooperative to be the winner. The group who finished the card and got the same value called out snap. Most of students were to be more active.

c. Observing

For about 30 minutes the writer observed the students' condition when they played snap game. From the first observation, some of group could not cooperation with their friends. There were some of students still confused about the tag questions. But, students were enthusiastic during the game process. The winner was group 6.

After gave the treatment trough snap game, the writer gave multiple choice tests to measure students score. The writer gave 20 minutes for students to do the tests. There 6 students those could not discipline to do the tests. They tried to get their friends' answer.

d. Reflecting

After students played snap game, the writer discussed the result of the observation when the game were running and also making reflection to next cycle. In this cycle there were students still confused to give answering the sentences in tag questions. Sometimes they answer the verb with auxiliary. When they were playing snap game some of them could not cooperative with their group.

3. Second cycle

a. Planning

The second cycle was conducted on August 31st 2010. In this activity, the writer prepared the instructional tool for the teaching learning process. The writer done this cycle based on the reflection of the first cycle.

b. Acting

In this cycle, the writer divided students into 6 groups. The first activity started by greeting. Then, the writer asked to the students about their activity last night. Oleg answered the writer' ask. The

writer wrote the answer on white board and asked the students what the tag questions to the sentence. Then, asked students to change the sentence to be negative and also made the tag questions about it. The writer also gave other sentences to the students and asked the students about the tag questions. This activity aimed to give the students explanation about the pattern of tag questions.

Then, the writer told to the students that they would play snap game again. It was fantastic, the students looked so fun when they played snap game again. It made noise. Before the writer applied snap game, she divided students into 6 groups. She distributed cards for each group and stuck the cards on the white board. The cards must same value. There were students asked about the meaning of the word. The writer asked the students to look up dictionary. Then, they matched the card with the same value of the sentences. The students who finished the card called out snap. Students did not find any difficulties when play snap game. The writer discussed the students' answer.

c. Observing

In the second cycle, students showed their enthusiasm and looked fun. Students paid attention to the teacher explanation. There were five students asked the writer related to the procedure of playing snap game and the material. The students on the second cycle showed their cooperation each other. From the observation, the writer found some difficulty to analyze verb and nominal. In this case, the winner was group 2.

After finished snap game, the writer gave students tests to check their understanding on tag questions. It was content of 10 multiple choices. This cycle was followed 32 students. The test was running well.

d. Reflecting

The writer discussed about teaching learning process that have been done to find the weakness and how to fix it in the next cycle and made reflection to the next cycle. In this cycle, students still confused to create sentences in verb. They were confused to analyze present and past tense. So the writer decided to do the next treat.

4. Third cycle

a. Planning

The third cycle was conducted on September 28th 2010. This activity was done based on the last cycle. They still confused to differ between present verb and past verb. So, the writer tried to give explanation more on it.

b. Acting

The writer began the lesson by greeted the students and checked students attendance list. As brainstorming, the writer asked one of students to answer the question. "Ana played the game? And what about the tag question. The student answered "doesn't she". It was wrong answer. So the writer gave students explanation about it.

The writer explained students little about tag questions pattern just to make students more understood. She also gave other example to make sure they got more understanding on tag questions.

The writer divided students into 6 groups. She distributed cards to each group. Then the writer explained more about the procedure to play snap game. In this cycle, the procedure same with the previous. In this cycle students more interested because the winner got present from the writer.

In this case, before played the snap game the writer translated the new vocabulary for the students. It was make students did not find any difficulties when played the snap game. The writer also permitted to the students to look up the dictionary.

The writer looked around to observe their acting and checking their answer. And two students asked about the meaning because on

their group there were no students who brought the dictionary. So she gave the students explanation more to this group.

c. Observing

In this cycle, students were enthusiasm to play snap game. It was make students noise. In this cycle, students got better than last cycle. Students were also more accurate to match the cards in same value.

After played snap game, the writer conducted test. She gave 20 minutes to students to do test. The tests consist of 10 multiple choices test. In the third cycle, there was no student looked up dictionary and the students did the test by self.

d. Reflecting

In this cycle, the students' improvement on understanding tag questions was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process, they were serious and made effort to understand tag questions. Finally the writer concluded that the students understood on tag questions more significantly after being given treatment using snap game since the first cycle until the third cycle.

B. The Students' Improvement of Understanding on Tag Questions after being Taught the Use of Snap Game

1. Students' score of the pre cycle

After conducting the test, the writer gave score. Each correct answer was scored 1 and 0 to each wrong answer. The maximum score was 10. Then, after finding the result of the students' test score, the writer went to analyze the score by using percentage of scoring as follow[1]:

$$Score = \frac{\Sigma right\ answer}{\Sigma items} \ x\ 100\%$$

[1] Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan, edisi revisi ce*t. 6, (Jakarta Bumi Aksara,2006), p. 236

By using the percentage of scoring above, the writer had purpose to get the percentage of correct answer to analyze the students' score. Then the writer used five letters: A, B, C, D and E. to classify the grade of students' score level as presented on the table below.

The test result of pre cycle can be seen in the table below:

Table 1

The result of percentage in the pre cycle as follow:

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	3	30%	E	Poor
2	A- 2	7	70%	B	Good
3	A- 3	6	60%	C	Fair
4	A- 4	5	50%	D	Less
5	A- 5	6	60%	C	Fair
6	A- 6	4	40%	E	Poor
7	A- 7	7	70%	B	Good
8	A- 8	-	-	-	-
9	A- 9	4	40%	E	Poor
10	A- 10	6	60%	C	Fair
11	A- 11	7	70%	B	Good
12	A- 12	6	60%	C	Fair
13	A- 13	6	60%	C	Fair
14	A- 14	3	30%	E	Poor
15	A- 15	4	40%	E	Poor
16	A- 16	-	-	-	-
17	A- 17	4	40%	E	Poor
18	A- 18	4	40%	E	Poor
19	A- 19	4	40%	E	Poor
20	A- 20	-	-	-	-
21	A- 21	3	30%	E	Poor

22	A- 22	2	20%	E	Poor
23	A- 23	4	40%	E	Poor
24	A- 24	8	80%	B	Good
25	A- 25	6	60%	C	Fair
26	A- 26	8	80%	B	Good
27	A- 27	7	70%	B	Good
28	A- 28	4	40%	E	Poor
29	A- 29	7	70%	B	Good
30	A- 30	4	40%	E	Poor
31	A- 31	5	50%	D	Less
32	A- 32	5	50%	D	Less

After that, the writer was going on to determine the frequency of students' ability; it aimed to give classification to their ability. The frequency of level percentage is divided by the total of respondent (n), and multiplied by the formula was:

$$P = \frac{\Sigma f}{n} \times 100\%$$

      Note   P= the percentage of frequency

                f=frequency of students' score

                n=the total of students

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table 2

The category of the students score and their percentage:

No	Interval	Freq	Percentage	Category
1	90%- 100%			
2	70%- 89%	7	24,2%	Good
3	60%- 69%	6	20,7%	Fair
4	50%- 59%	3	10,3%	Less

5	0% - 49%	13	44,8%	Poor
		29	100%	

From the data above, it could be classified that 24,2% or 7 students got good mark, 20,7% or 6 students got fair mark, 10,3% or 3 students got less mark, and 44,8% or 13 students got poor mark.

After calculating the percentage of students score, the writer calculated the mean to measure the improvement of students' score in every cycle. To know the mean of the students' score in pre cycle using this formula is as follows:

$$X = \frac{\Sigma f}{n} \text{ x } 100\%$$

X= the mean

f= the sum offset score

n= the number of students

The computation of the average of the score is as follow:

$$X = \frac{\Sigma f}{n} \text{ x } 100\%$$

$$X = \frac{149}{29} = 5, 1$$

Mean= 5, 1

From the data above, it showed that the average of the students score in the pre cycle is 5, 1. It means that the result was low. The writer decided to use another technique to make students interested in the teaching learning process in order to improve students' understanding on tag questions. The writer decided to use snap game as teaching technique, and use card as media to facilitate the teaching learning process.

2. Students score of the first cycle

The result of the first cycle can be seen in the table below:

Table 3

The results of the first cycle are as follow:

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	7	70%	B	Good
2	A- 2	6	60%	C	Fair
3	A- 3	7	70%	B	Good
4	A- 4	6	60%	C	Fair
5	A- 5	4	40%	E	Poor
6	A- 6	6	60%	C	Fair
7	A- 7	2	20%	E	Poor
8	A- 8	5	50%	D	Less
9	A- 9	8	80%	B	Good
10	A- 10	6	60%	C	Fair
11	A- 11	9	90%	A	Excellent
12	A- 12	5	50%	D	Less
13	A- 13	6	60%	C	Fair
14	A- 14	4	40%	E	Poor
15	A- 15	5	50%	D	Less
16	A- 16	7	70%	B	Good
17	A- 17	5	50%	D	Less
18	A- 18	4	40%	E	Poor
19	A- 19	5	50%	D	Less
20	A- 20	5	50%	D	Less
21	A- 21	8	80%	B	Good
22	A- 22	9	90%	A	Excellent
23	A- 23	7	70%	B	Good
24	A- 24	-	-	-	-
25	A- 25	5	50%	D	Less
26	A- 26	9	90%	A	Excellent
27	A- 27	9	90%	A	Excellent
28	A- 28	5	50%	D	Less
29	A- 29	6	60%	C	Fair

30	A- 30	6	60%	C	Fair
31	A- 31	7	70%	B	Good
32	A- 32	5	50%	D	Less

From the result of the test above, the writer then classified the students' ability and their percentage using formula. The result of scoring percentage as follow:

Table 4

The category of the students score and their percentage

No	Interval	Freq	Percentage	Category
1	90%- 100%	4	12,9%	Excellent
2	70%- 89%	7	22,6%	Good
3	60%- 69%	7	22,6%	Fair
4	50%- 59%	9	29 %	Less
5	0%- 49%	4	12,9%	Poor
		31	100%	

From the data above, it could be seen that 12,9% or 4 students got excellent mark, 6,4% or 2 students got good mark, 38,8% or 12 students got fair mark, 29% or 9 students got less mark, and 12,9% or 4 students got poor mark. After that, the writer calculated the mean using the same formula with the previous research. The result of the mean of the first cycle is:

$$X = \frac{\Sigma f}{n} \text{ x } 100\%$$

$$X = \frac{188}{31} = 6,06$$

The result of the mean was 6, 06. It means that the students' score in first cycle could be said successful, because the whole students get 6 of the achievement. But it was unsatisfied yet, because 9 students still got

less mark and 4 students got poor mark, so the writer had to continue to the next cycle.

3. Students score of the second cycle

The result of the test below:

Table 5

The result of percentage in the second cycle

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	5	50%	D	Less
2	A- 2	8	80%	B	Good
3	A- 3	10	100%	A	Excellent
4	A- 4	4	40%	E	Poor
5	A- 5	7	70%	B	Good
6	A- 6	7	70%	B	Good
7	A- 7	6	60%	C	Fair
8	A- 8	10	100%	A	Excellent
9	A- 9	9	90%	A	Excellent
10	A- 10	8	80%	B	Good
11	A- 11	9	90%	A	Excellent
12	A- 12	6	60%	C	Fair
13	A- 13	8	80%	B	Good
14	A- 14	9	90%	A	Excellent
15	A- 15	5	50%	D	Less
16	A- 16	10	100%	A	Excellent
17	A- 17	5	50%	D	Less
18	A- 18	10	100%	A	Excellent
19	A- 19	6	60%	C	Fair
20	A- 20	6	60%	C	Fair
21	A- 21	7	70%	B	Good
22	A- 22	8	80%	B	Good

23	A- 23	6	60%	C	Fair
24	A- 24	10	100%	A	Excellent
25	A- 25	5	50%	D	Less
26	A- 26	9	90%	A	Excellent
27	A- 27	8	80%	B	Good
28	A- 28	4	40%	E	Poor
29	A- 29	6	60%	C	Fair
30	A- 30	4	40%	E	Poor
31	A- 31	5	50%	D	Less
32	A- 32	9	90%	A	Excellent

Then, the writer calculated students' score based on the percentage formula to categorize their ability. The result of the scoring percentage as follow:

Table 6

The category of the students score and their percentage

No	Interval	Freq	Percentage	Category
1	90%- 100%	10	31,3%	Excellent
2	70%- 89%	8	25%	Good
3	60%- 69%	6	18,7%	Fair
4	50%- 59%	5	15,6%	Less
5	0%- 49%	3	9,4%	Poor
		32	100%	

From the table 6 above, it could be seen that 31, 3 % or 10 students got excellent mark, 15, 6 % or 5 students got good mark, 28, 1 % or 9 students got fair mark, 15,6 % or 5 students got less mark, and 9, 4 % or 3 students got poor mark. From that result, the writer could calculate the average (mean) of the score as follows:

$$X = \frac{\Sigma f}{n} \times 100\%$$

$$\text{Mean}= X = \frac{229}{32} = 7{,}15$$

The result above showed us that the average of the students test in the second cycle was 7, 17. The result of the second was better than the previous one. It means that there were improvements for the students' understanding on tag questions.

4. Students' score of the third cycle

The result of the test as follow:

Table 7

The result of percentage in third cycle

No	Students Code	Score	Percentage	Letter score	Category
1	A- 1	7	70%	B	Good
2	A- 2	7	70%	B	Good
3	A- 3	8	80%	B	Good
4	A- 4	8	80%	B	Good
5	A- 5	7	70%	B	Good
6	A- 6	8	80%	B	Good
7	A- 7	6	60%	C	Fair
8	A- 8	7	70%	B	Good
9	A- 9	6	60%	C	Fair
10	A- 10	7	70%	B	Good
11	A- 11	8	80%	B	Good
12	A- 12	6	60%	C	Fair
13	A- 13	7	70%	B	Good
14	A- 14	6	60%	C	Fair
15	A- 15	6	60%	C	Fair
16	A- 16	10	100%	A	Excellent
17	A- 17	6	60%	C	Fair
18	A- 18	7	70%	B	Good

19	A- 19	7	70%	B	Good
20	A- 20	8	80%	B	Good
21	A- 21	9	90%	A	Excellent
22	A- 22	9	90%	A	Excellent
23	A- 23	8	80%	B	Good
24	A- 24	9	90%	A	Excellent
25	A- 25	7	70%	B	Good
26	A- 26	9	90%	A	Excellent
27	A- 27	7	70%	B	Good
28	A- 28	6	60%	C	Fair
29	A- 29	7	70%	B	Good
30	A- 30	7	70%	B	Good
31	A- 31	6	60%	C	Fair
32	A- 32	8	80%	B	Good

Then, the writer calculated students score based on the percentage formula to categorize their ability. The result of the scoring percentage as follow:

Table 8

The category of the students score and their percentage

No	Interval	Freq	Percentage	Category
1	90%- 100%	5	15,6%	Excellent
2	70%- 89%	19	59,4%	Good
3	60%- 69%	8	25%	Fair
4	50%- 59%	-	-	Less
5	0%- 49%	-	-	Poor
		32	100%	

From the table above, it could be seen that 15, 6% or 5 students got excellent mark, 21, 9% or 7 students got good mark, and

62, 5% or 20 students got fair mark. Then, the writer calculated the mean.

$$X = \frac{234}{32} = 7,31$$

So the mean of the students third cycle score was 7, 31. It means the students score in this cycle could be categorized as successful because the result of the cycle was there were no students who got less mark or poor mark, so the writer decided to stop in this cycle.

The result of the test from the first cycle until third cycle briefly can be seen in the table 9 below:

Table 9

The result of test from the first cycle until third cycle as follow:

No	Students code	Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	A-1	3	7	5	7
2	A-2	7	6	8	7
3	A-3	6	7	10	8
4	A-4	5	6	4	8
5	A-5	6	4	7	7
6	A-6	4	6	7	8
7	A-7	7	2	6	6
8	A-8	-	5	10	7
9	A-9	4	8	9	6
10	A-10	6	6	8	7
11	A-11	7	9	9	8
12	A-12	6	5	6	6
13	A-13	6	6	8	7
14	A-14	3	4	9	6

15	A-15	4	5	5	6
16	A-16	-	7	10	10
17	A-17	4	5	5	6
18	A-18	4	4	10	7
19	A-19	4	5	6	7
20	A-20	-	5	6	8
21	A-21	3	8	7	9
22	A-22	2	9	8	9
23	A-23	4	7	6	8
24	A-24	8	-	10	9
25	A-25	6	5	5	7
26	A-26	8	9	9	9
27	A-27	7	9	8	7
28	A-28	4	5	4	6
29	A-29	7	6	6	7
30	A-30	4	6	4	7
31	A-31	5	7	5	6
32	A-32	5	5	9	8
Sum		149	188	229	234
Average (mean)		5,13	6,06	7,15	7,31
Low score		2	2	4	6
High score		8	9	10	10

Table 10

The result of observation checklist from pre cycle until third cycle

as follow:

No		Total of students			
		Pre	Cycle 1	Cycle 2	Cycle 3

		cycle			
1	Paying attention	7	15	23	27
2	Asking questions	2	2	5	7
3	Responding to question	6	8	8	12
4	Accomplishing task	11	23	25	29

From the data above, it would be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{\text{Sum of checklist}}{\text{Amount of students}} \times 100\%$$

Table 11

The percentage as follow:

No		Total of students			
		Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	Paying attention	24,1%	48,4%	71,9%	84,3%
2	Asking questions	6,9%	6,4%	15,6%	21,8%
3	Responding to question	20,7%	25,8%	25%	37,5%
4	Accomplishing task	37,9%	74,2%	78,1%	90,6%

From some tables above, the use of snap game in teaching tag questions could help students to understand the material. So, this classroom action research in the implementation of snap game to improve students' understanding on tag questions at ninth grade students of SMP Negeri 31 Semarang in the academic year 2010/2011 was success. It could be seen from the result of test and the observation checklist in every cycle.

C. Discussion

       After the writer implemented snap game in teaching learning tag questions, she got data. There were improvements from the student s' understanding on tag questions. Students were being enthusiastic in teaching and learning process by using snap game. Most of students were active in responded to students or the teacher questions. Students also could distinguish past verb and present verb. It was analyzed from each cycle and then the writer got the result of the classroom action research as followed:

Pre cycle	Cycle 1	Cycle 2	Cycle 3
5,13	6,06	7,15	7,31
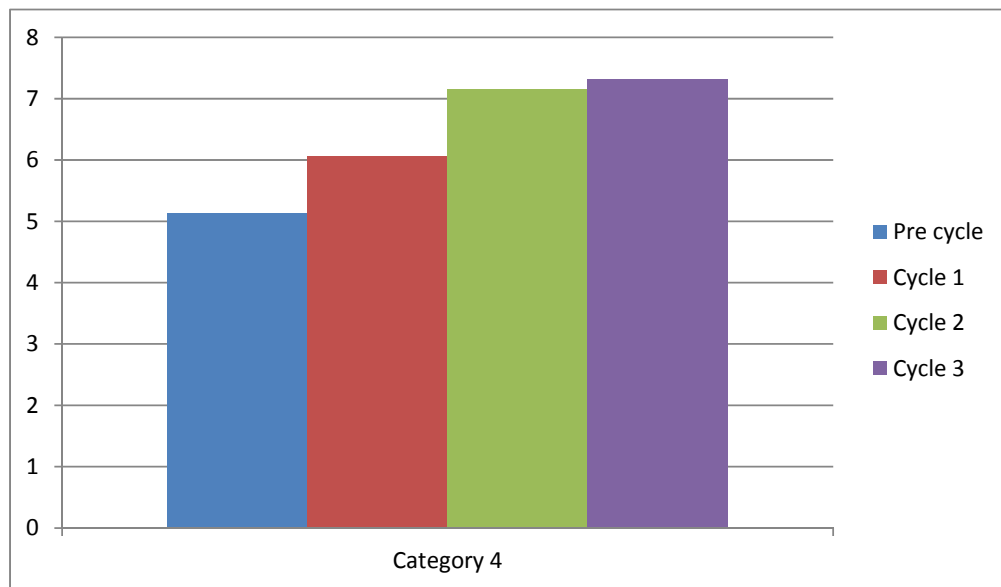
       It was the result of students' average score from pre cycle to third cycle. From the table above, we can see that the improvement of students' understanding on tag questions.

       There were many factors those influenced the result of study. One of factors was teaching aid or media. When the teacher employed an appropriate teaching aid or media that is suitable with the technique, the students more enjoyed to study.

Based on the result that have been done, it can be described that using snap game as a teaching technique and the card as media in the teaching learning process at the 9th G students' of SMP Negeri 31 Semarang could improve students' understanding on tag questions. Actually, the use of the appropriate teaching media and technique made students easy to understand the material that is delivered by the teacher. Teaching learning used snap game is effective to encourage students' understanding. It can stimulate students' to be active. Snap game was not only appropriate to teach tag questions but also it was appropriate for teaching vocabulary, simple presents tense, and etc. snap game stimulates students' mind and it is one way of encouraging students creativity. Thus, in fact snap game was effective technique to improve students' understanding on tag questions.

D. Limitation of the Study

1. This study may have differences when it is conducted in other subject. Therefore, this study is only limited in IX G students of SMP Negeri 31 Semarang in the academic year of 2010/2011

2. The use of snap game in this study is only to improve students' understanding on tag questions.