

CHAPTER IV

FINDING OF RESEARCH

4.1. Analizing Action Research

4.1.1. Pre Cycle

Before doing cycle, the researcher collects the first data such as the students' name and the score from the first test from the students. It is held on 27 March 2012. The first score is taken from test before cycle. The test score is used to measure the students' ability and then it is used to divide students into several groups. The score from pre-test can be seen in the table below:

Table 1
Scoring Data of the First Test.

No	Name	Score
1	A.Arif Wibowo	80
2	Al Hikma Ayu	80
3	Anggun Triska	60
4	Ardya Prastowo	50
5	Aris Fitrianto	50
6	Desi Dwi K.	80
7	Dewi Via Runita	70
8	Diah Anggit Kusumaningrum	40
9	Dita Nirmala	50
10	Dwi Nefitasari	80
11	Fentia Ulfa'ani	70
12	Hesti Puji Astuti	60
13	Kalingga	80
14	Khoirun Anisa	70
15	Lia Amalia	50
16	Lika Hanifah	60
17	M. Gilang Aji S.	70
18	M. Iqbal	40
19	Maya Agustin N	80
20	Nila Dewi Noviani	40

21	Oryzavella	100
22	Qori Diaf	60
23	Rizki Alfalah	70
24	Rofiul Huda	80
25	Saifullah Hidayat	70
26	Siti Aisah	70
27	Siti Nur Latifa	80
28	Sunhaji Tunggal S.	40
29	Teguh Utomo	50
30	Widya O.P	70
31	Wika Anjar Sari	40
32	Wildan Suryana A.	40
33	Yullyke Artika P.S.	40
34	Yustina Lutfita Sari	60
35	Zaal Farra Regitha	40

Table 2
The Categorization of Scoring Pre Cycle of Using Dice Game to
Improve Students' Interest in Simple Past Tense at the 8th Grade of
MTs Negeri 02 Semarang in First Test

Percentage of the Result	Total of Students Number	Categorization	Percentage
90-100	1	Very Good	2.86%
70-89	16	Good	45.72%
50-69	10	Enough	28.57%
30-49	8	Little Enough	22.85%
10-29	0	Weak	0%
Total	35		100 %

Based on test above, it shows that students still difficult to learn and understand of verb in daily activities. There are 17 students have finished in test, 1 student who has very good mark or amount 2,86% and 16 students have good mark or amount 45,72%. For 18 students, they have passed in test, 10 students are enough mark or amount 22,85% and 8 students are weak or amount 22,85%. It is concluded that most of students are not familiar with the simple past tense and

they are still difficult to understand the simple past tense that they must apply in written form that researcher gives in pre test. The total students in finishing first test is 17 or amount 48,57% and the total of students in pass the first test is 18 or amount 51,43% whereas the indicator of students' achievement is reached 70%.

4.1.2. First Cycle

The researcher did the research of using dice game to improve students' interest in teaching simple past tense at class VIII E MTs Negeri 02 Semarang at the first cycle on 03 April 2012. There are steps in this cycle such as below:

1) Planning

The researcher makes lesson plan, arranges worksheet, forming several groups, makes evaluation from the first cycle, arranges the observation checklist, documenting, reflecting and evaluating.

2) Acting

Learning process is started by greeting, asks students to pray together, checking attendance, and then asks students to listen the teacher explains that related to the simple past tense. Teacher also gives 10 list of variety of verbs on white board and then asks students to describe in part of regular and irregular verbs.

After all of the activities have finished, teacher divides students into 4 groups and asks each group to play dice game, and Distribute a copy of the worksheet to each team. Students roll to see who goes first. The students move their markers around the game board. When a player lands on a square with words, he/she must make simple past tense sentence. If the group judges the corrected answer to be accurate, the student may roll again. If not, the turn passes to the next student. The players should not discuss the correct answer when an incorrect answer has been given since another player may land on that same space and have a chance to give an answer. Circulate among the groups to see how they are doing and to act as judge if the group cannot decide if an

answer is correct. The first player in each group to reach the end is the winner.

From the process above, the teacher as researcher observes the students' interest from every sentence. If there are mistakes, the teacher corrects and gives example the correct spelling.

After all of the process is finished, teacher evaluates students by giving evaluation test. The evaluations is used to control learning program.

The last, teachers asks students to say hamdalah together then she closes the meeting.

The result score of the first cycle is got by researcher from the evaluation test. There are 10 questions. It can be seen in appendix. The score of students in the first cycle can be seen in the table below:

Table 3
The Result Score from the Evaluation Test of Using Dice Game to Improve
Students' Interest in Simple Past Tense at the 8th Grade of MTs Negeri 02
Semarang at the First Cycle

No	Name	Total
1	A.Arif Wibowo	70
2	Al Hikma Ayu	80
3	Anggun Triska	70
4	Ardya Prastowo	70
5	Aris Fitrianto	40
6	Desi Dwi K.	80
7	Dewi Via Runita	50
8	Diah Anggit Kusumaningrum	40
9	Dita Nirmala	70
10	Dwi Nefitasari	80
11	Fentia Ulfa'ani	70
12	Hesti Puji Astuti	70
13	Kalingga	80
14	Khoirun Anisa	90
15	Lia Amalia	70
16	Lika Hanifah	50
17	M. Gilang Aji S.	100
18	M. Iqbal	80
19	Maya Agustin N	80
20	Nila Dewi Noviani	70
21	Oryzavella	90
22	Qori Diaf	70
23	Rizki Alfalah	50
24	Rofiul Huda	70
25	Saifullah Hidayat	50
26	Siti Aisah	60
27	Siti Nur Latifa	70
28	Sunhaji Tunggal S.	40
29	Teguh Utomo	50
30	Widya O.P	90
31	Wika Anjar Sari	70

32	Wildan Suryana A.	80
33	Yullyke Artika P.S.	70
34	Yustina Lutfita Sari	60
35	Zaal Farra Regitha	70

Table 4
Categorization of the Evaluation Result
Using Dice Game to Improve Students' Interest In Simple Past Tense
at the eighth grade of MTs Negeri 02 Semarang in the First Cycle

The Percentage of Result	Total Of Students	Categorization	Percentage
90-100	4	Very Good	11.43%
70-89	20	Good	57.14%
50-69	8	Enough	22.86%
30-49	3	Little Enough	8.57%
10-29	0	Weak	0%
Total	35		100 %

3) Observing

The researcher observes students in learning process at class by using observation instrument. This observation is doing in learning process of using dice game to teach simple past tense at the eighth grade of MTs Negeri 02 Semarang. There are notes for student's interest in this research. It can be seen in the table below:

Table 4
The Score Of Learning Process by Using Dice Game to Improve
Students' Interest in Simple Past Tense at the 8th Grade of MTs
Negeri 02 Semarang at First Cycle

No	Name	Description from the Observation					Total Activities
		A	B	C	D	E	
1	A.Arif Wibowo	2	2	1	2	2	9
2	Al Hikma Ayu	2	2	2	2	2	10

3	Anggun Triska	2	2	2	2	2	10
4	Arhya Prastowo	2	3	2	2	2	11
5	Aris Fitrianto	2	3	3	3	3	14
6	Desi Dwi K.	2	2	3	3	3	13
7	Dewi Via Runita	2	2	2	2	3	11
8	Diah Anggit Kusumaningrum	2	2	2	2	2	10
9	Dita Nirmala	2	2	3	2	2	11
10	Dwi Nefitasari	2	1	3	2	1	9
11	Fentia Ulfa'ani	3	2	3	2	3	13
12	Hesti Puji Astuti	4	4	3	3	3	17
13	Kalingga	2	3	1	2	3	11
14	Khoirun Anisa	3	3	2	2	3	13
15	Lia Amalia	2	3	2	3	3	13
16	Lika Hanifah	3	3	3	2	3	14
17	M. Gilang Aji S.	3	3	3	3	3	15
18	M. Iqbal	2	2	2	2	2	10
19	Maya Agustin N	2	3	3	3	2	13
20	Nila Dewi Noviani	3	3	3	2	4	15
21	Oryzavella	3	3	4	3	4	17
22	Qori Diaf	2	2	2	2	3	11
23	Rizki Alfalah	2	2	2	3	3	12
24	Rofiul Huda	3	4	3	3	4	17
25	Saifullah Hidayat	3	3	2	2	2	12
26	Siti Aisah	3	3	3	3	3	15
27	Siti Nur Latifa	3	3	3	2	3	14
28	Sunhaji Tunggal S.	2	2	2	2	2	10
29	Teguh Utomo	3	3	2	2	2	12
30	Widya O.P	3	3	4	3	4	17
31	Wika Anjar Sari	2	3	2	3	2	12
32	Wildan Suryana A.	2	2	2	2	2	10
33	Yullyke Artika P.S.	3	3	3	2	3	14
34	Yustina Lutfita Sari	2	3	1	2	3	11
35	Zaal Farra Regitha	3	3	3	3	4	16

Table 5

**Score of the categorization from Student's Interest in the Learning Process
by Using Dice Game to Improve Students' Interest in Simple Past Tense at
the 8th Grade of MTs Negeri 02 Semarang at First Cycle**

Total Of Students Interest	Total of Students	Categorization	Percentage
17 - 20	4	Very Good	11.43%
13 - 16	13	Good	37.14%
9 - 12	18	Enough	51.43%
5 - 8	0	Weak	0%
Total	35		100 %

4) Reflecting

From the result of the evaluation test above, shows that there are 24 students have finished in evaluation test, 4 students get very good mark or amount 11.43% and 20 students get good mark or amount 57.14%. Then there are 8 students get enough mark or amount 22.86% and 3 students get weak mark or amount 8.57%. It is because there are students still not understand of simple past tense and irregular verb in simple past form.

For observing the students' interest, the researcher sees 4 students or amount 11.43% are very good interest, 13 students are good interest or amount 37.14% and 18 students are weak interest or amount 51.43%. It shows that students still do not respond well for learning process by using dice game to improve students' interest in simple past tense.

From the observation can be seen that student's activeness is little enough. Students still do not focus on the material, they do not listen to teacher's explanation, and there are many students are still passive in learning process, in grouping, and working evaluation themselves.

Based on the notes above, the teachers as researcher must be more creative in delivering material by using dice game to improve

students' interest in simple past tense. Teacher completes the student's observation in the first cycle and then he does reflecting and evaluating the learning activities in the first cycle. He tries to get solution on the problem by planning some actions such as below:

- a. Teacher asks students to focus on study and asks students to do work by themselves.
- b. Teacher asks students to be more active in the learning process.
- c. Teacher should manage class well.
- d. Teacher makes full color of letter and big board game to get student interest in learning process.
- e. Teacher makes class condition well to get students be more active.
- f. Teacher notes all of activities in class in learning process.
- g. Teacher completes the evaluation sheet.

From the reflecting above, it gets solution of the problem of learning process by using dice game to improve students' interest in simple past tenses at the eighth grade of MTs Negeri 02 Semarang. The result from the reflecting can be used to make improvement. It is also used as reflecting for doing second cycle to get maximum research and repairing the first cycle.

4.1.3. Second Cycle

This cycle is held on 5 April 2012. This cycles consists of several steps such as below:

1) Planning

The researcher plans some activities to get maximum result in the second cycle. He tries not to do same weakness such as the first cycle. The planning of the second cycles such arranges the lesson plan, evaluation test.

2) Acting

The researcher does some activities such as in the first cycle. Learning process is started by greeting, asks students to pray together, and checking attendance. Then teacher gives conversation

to students and asks them to read together. After finishing reading together, teacher writes verbs I and II related to conversation on white board and asks students to read together after teacher read before. Beside that the teacher asks student who does not listen to the material to give example of the sentence from the word of verb.

After all of the activities have finished, teacher divides students into 4 groups and asks each group to play dice game, and distribute a copy of the worksheet to each team. Students roll to see who goes first. The students move their markers around the game board. When a player lands on a square with words, he/she must make simple past tense sentence. If the group judges the corrected answer to be accurate, the student may roll again. If not, the turn passes to the next student. The players should not discuss the correct answer when an incorrect answer has been given since another player may land on that same space and have a chance to give an answer. Circulate among the groups to see how they are doing and to act as judge if the group cannot decide if an answer is correct. The first player in each group to reach the end is the winner.

To get students' interest in the game, teacher prepares the full color of letter and board game is largest than before. In this process, the teacher walks around and controls the class. Teacher also gives support to students to think quickly and get the word of verb.

From the process above, the teacher as researcher observes the students' interest. If there are mistakes, the teacher corrects and gives example the correct sentences.

After all of the process have finished, teacher evaluates students by giving evaluation test. The evaluation test is used to control learning program then they check it together.

The last, teacher asks students to say hamdalah together then he closes the meeting.

The result score in the second cycles is got by researcher from evaluation test. There are 10 questions. The score of students can be seen in the table below:

Table 6
The Score of the Evaluation Test by Using Dice Game to Improve
Students' Interest in teaching simple past tense at the Second Cycle

No	Name	Score
1	A.Arif Wibowo	70
2	Al Hikma Ayu	80
3	Anggun Triska	70
4	Arnya Prastowo	80
5	Aris Fitrianto	70
6	Desi Dwi K.	90
7	Dewi Via Runita	70
8	Diah Anggit Kusumaningrum	60
9	Dita Nirmala	70
10	Dwi Nefitasari	70
11	Fentia Ulfa'ani	80
12	Hesti Puji Astuti	80
13	Kalingga	90
14	Khoirun Anisa	100
15	Lia Amalia	70
16	Lika Hanifah	60
17	M. Gilang Aji S.	90
18	M. Iqbal	70
19	Maya Agustin N	80
20	Nila Dewi Noviani	70
21	Oryzavella	100
22	Qori Diaf	70
23	Rizki Alfalah	70
24	Rofiul Huda	90
25	Saifullah Hidayat	70
26	Siti Aisah	60
27	Siti Nur Latifa	80
28	Sunhaji Tunggal S.	70
29	Teguh Utomo	60
30	Widya O.P	100
31	Wika Anjar Sari	80
32	Wildan Suryana A.	90

33	Yullyke Artika P.S.	70
34	Yustina Lutfita Sari	80
35	Zaal Farra Regitha	80

Table 7
Score of the Categorization in the Learning Process by Using Dice Game to Improve Students' Interest in teaching simple past tense at the eighth grade of MTs Negeri 02 Semarang at Second Cycle

Total of Students Activeness	Total of Students	Categorization	Percentage
90-100	8	Very Good	22.85%
70-89	23	Good	65.72%
50-69	4	Enough	11.43%
30-49	0	Little Enough	0%
10-29	0	Weak	0%
Total	35		100%

3) Observing

The researcher observes students in learning process in class by using observation instrument. This observation is doing in learning process by using dice game to teach English verb at the eighth grade of MTs Negeri 02 Semarang. There are notes for student's interest in this research. It can be seen in the table below:

Table 8
The Score Of Learning Process by Using Dice Game to
Improve Students' Interest in Simple Past Tense at the 8th
Grade of MTs Negeri 02 Semarang at Second Cycle

No	Name	Aspects from Observation						Total Activities
		A	B	C	D	E	F	
1	A.Arif Wibowo	4	4	2	3	4	3	20
2	Al Hikma Ayu	3	3	3	4	3	3	19
3	Anggun Triska	3	3	3	3	3	4	19
4	Arhya Prastowo	3	3	3	4	4	3	20
5	Aris Fitrianto	2	3	2	3	3	2	15
6	Desi Dwi K.	3	3	4	4	3	2	19
7	Dewi Via Runita	3	3	3	3	3	3	18
8	Diah Anggit Kusumaningrum	3	3	3	3	3	3	18
9	Dita Nirmala	3	3	2	4	4	2	18
10	Dwi Nefitasari	3	4	3	3	3	3	19
11	Fentia Ulfa'ani	2	3	2	3	2	3	15
12	Hesti Puji Astuti	3	3	3	4	4	3	20
13	Kalingga	4	3	4	4	3	2	20
14	Khoirun Anisa	4	3	4	2	3	4	20
15	Lia Amalia	3	3	4	3	3	2	18
16	Lika Hanifah	3	2	2	2	2	3	14
17	M. Gilang Aji S.	4	4	2	4	3	2	19
18	M. Iqbal	4	4	3	4	4	3	22
19	Maya Agustin N	3	4	3	4	4	3	21
20	Nila Dewi Noviani	3	3	3	4	4	3	20
21	Oryzavella	3	4	4	4	4	3	22
22	Qori Diaf	3	3	3	4	3	3	19
23	Rizki Alfalah	3	3	2	2	2	2	14
24	Rofiul Huda	3	3	3	3	4	4	20
25	Saifullah Hidayat	3	3	4	4	3	3	20
26	Siti Aisah	3	3	3	3	4	3	19
27	Siti Nur Latifa	4	3	4	3	4	4	22
28	Sunhaji Tunggal S.	4	4	2	3	3	3	19
29	Teguh Utomo	2	3	2	3	2	3	15
30	Widya O.P	3	4	4	4	4	3	22
31	Wika Anjar Sari	3	3	3	3	3	3	18
32	Wildan Suryana A.	3	3	2	4	4	2	18
33	Yullyke Artika P.S.	4	3	4	2	3	4	20
34	Yustina Lutfita Sari	3	4	3	3	3	3	19
35	Zaal Farra Regitha	3	3	3	4	4	3	20

Table 9
Score of the Categorization from Student' s Interest in the Learning
Process by Using Dice Game to Improve Students' Interest in Simple
Past Tense at the 8th Grade of MTs Negeri 02 Semarang at Second
Cycle

Total of Activeness	Total of Students	Categorization	Percentage
20 - 24	15	Very Good	42.86%
15-19	15	Good	42.86%
8-14	5	Enough	14.28%
1-7	0	Weak	0%
Total	35		100%

4) Reflecting

From the evaluation score in the second cycle above, it shows that there are 31 students have finished in evaluation test, 8 students get very good mark or amount 22.85% and 23 students get good mark or amount 65.72%. It shows that students have good achievement in the study by using dice to improve students' interest in teaching simple past tense that is reached 87.94% from the minimum score in the indicator of study that is 70%. They are able to do assignment of simple past tense sentences. Although there are students still get pass in evaluation.

The result of the student's interest shows that there are 15 students are very good interest or amount 42.86%, and 15 students are good interest or amount 42.86%. Then there 5 students are enough interest or amount 14.28%. It means that the students are good in respond the material in the second cycle well. There is no student that includes of enough or little enough interest or 85.72%. It shows that students are active in learning process by using dice game to improve students' interest in simple past tense.

From observation that researcher observes, it shows that students are more active in the second cycle. They are able to respond the teacher's explanation because if they make crowded or do not listen to the teacher's explanation so teacher asks them to come forward and make the sentence related to the material. Besides that, students are more active to ask to the teacher if they do not understand about how to spell the word. They are also diligent to do work by themselves although students still do not discipline because they feel bored if the study goes over time.

Interest in teaching simple past tense by using dice game is able to improve the student's achievement. The student's achievement is fulfilled although there are little students are still not getting achievement. By analyzing result of the research in the second cycle, this research is stopped by the researcher.

4.2. Discussions

The objectives of the study is to describe the implementations of teaching interest in teaching simple past tense by using dice game and find out the improvement of students' interest in teaching simple past tense by using dice game. To implement of dice game to improve students' interest in teaching simple past tense at the eighth grade students of MTs Negeri 02Semarang in the Academic Year of 2011/2012.

In using dice game to teach interest in simple past tense, the students can play the game well, although the game sometimes goes over long. But, by using big board game, the teacher can manage the students when they play game. The implementation of game in teaching interest in teaching simple past tense is clear in appropriate with procedure for playing dice game. Students can arrange sentences well.

In students' improvement of interest in simple past tense, it can be seen in the table below:

Table 10
Comparative the Evaluation Result in Learning Process by Using Dice Game to Improve Students' Interest in Simple Past Tense at the 8th Grade of MTs Negeri 02 Semarang in the First Cycle and Second Cycle

Categorization	Pre Cycle		First Cycle		Second Cycle	
Very Good	1	2.86%	4	11.43%	8	22.85%
Good	16	45.72%	20	57.14%	23	65.72%
Enough	10	28.57%	8	22.86%	4	11.43%
Little Enough	8	22.85%	3	8.57%	0	0%
Very Little	0	0%	0	0%	0	0%
Total		100 %	35	100 %	35	100%

It shows that there are improvement in students' interest in simple past tense. The indicator of students' interest in teaching simple past tense is reached 70% and the minimum score is 70 . In the first test, the students have finished are 17 students or amount 48,58% and the students pass in the evaluation is 18 students or amount 51.42%. In the first cycle, the students have finished is improved. There are 24 students have finished or amount 68.57%. It is improved from the pre test amount 19,89% and the students pass in evaluation are 11 students or amount 31.43%. It is more little than pre test amount 19.99%. In the second cycle, there are 31 students have finished in evaluation test or amount 88.57% and the students pass in the evaluation are 11.43%. The students in the second cycle is improved from the first test and the first cycle.

In the students' observation, it can be concluded by seeing the table below:

Table 11
Comparative The Result of Students' Interest in Learning Process by
Using Dice Game to Improve Students' Interest in teaching simple
past tense at the Fourth Grade Students at SD Al Azhar 25 Semarang
in the First Cycle and The Second Cycle

Categorization	First Cycle		Second Cycle	
	Very Good	4	11.43%	15
Good	13	37.14%	15	42.86%
Enough	18	51.43%	5	14.28%
Little Enough	0	0%	0	0%
Weak	0	0%	0	0%
Total	35	100 %	35	100%

It shows that the action of the researcher as teacher in learning process by using dice game to improve students' interest in teaching simple past tense at the eighth grade students of MTs Negeri 02 Semarang helps students more active in learning process. By using dice game in teaching and learning process can help students to improve the motivation to learn. From the observation in the first cycle, it shows that there are 4 students have very good interest or amount 11.43%. In the second cycle, it is improved by 15 students or amount 42.86%. The students who have good interest in the first cycle are 13 or 37.14% and the students who have little enough interest are 18 or 51,43%. It is improved by 15 students or 42.86% of students who have good interest in the second cycle and the students who have little enough interest in the second cycle are 5 students or amount 14.28%.