

CHAPTER IV

RESEARCH FINDINGS

A. General Data

1. General Description of SD Al Azhar 25 Semarang

SD Al Azhar 25 Semarang was built in the year of 2000. It is educational institution which was built by Sutarto Hadiwinoto's family. At the first time, this family had built Kindergarten of Al Azhar. In Line with those development, this family had built an educational institution which was called educational moslem institution (YPI) "Al Fikri".

One of the efforts in education, YPI Al Fikri tried to do company with school of Koranic studies Al Azhar in Kebayoran Baru Jakarta which was shaded all of Al Azhar in Indonesia. YPI Al Azhar Kebayoran Baru Jakarta has permitted to build YPI for played group/kindergarten (KB-TK) Al Azhar 22 Semarang that had located on Semarang, in the street of Puspogiwang in the year of 1996. In the year of 2000, this educational institution had built SD Islam Al Azhar 25 Semarang where placed in the Hall of Hajjah Retno Wahyuningsih. It was built by Mr. Soetarto Hadiwinoto that presented it to memorize his wife. At the same time, KB-TK Islam Al Azhar 22 Semarang moved at the same place with SD Islam Al Azhar 25 Semarang. This cooperation was continued to reinforce the relationship each other. The form of this cooperation was used several decicions, such as YPI has responsibility in part of education technique (curriculum and teacher), and YPI Al Fikri had responsibility in part of infrastructure where as YPI Al Azhar was built on 7 April 1952.¹

B. Analizing Action Research

1. Pre Cycle

Before the researcher did a cycle, she collected data such as the students' name and the score from the first test from correspondence. It

¹ Identitas dan Profil SD Al Azhar 25 Semarang tahun 2009/2010, pp. 1-2

was held on 17 November 2009. The first score was taken from the test before cycle.

At first, the researcher did observation such as getting familiar with students at class IV A and observing the teaching method which was done by English teacher at class. After did observation, the researcher did test to measure the student's mastery, especially in mastering verb. This test was also used to decide the first score before she did the research at class because there was no reference of the score from the students at class IV A before. It was because of there were changing of class and the students every year.

The test score used to measure the students' improvement in mastering English vocabulary, especially verb.

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

Table 1
Scoring Data from the first Test in Pre Cycle.

No	Name	score per item			
		Part 1	Part 2	Part 3	Score
1	R - 1	2	8	7	68
2	R - 2	5	5	6	56
3	R - 3	2	6	4	48
4	R - 4	5	7	7	76
5	R - 5	2	8	4	56
6	R - 6	5	8	8	84
7	R - 7	1	6	5	48
8	R - 8	2	6	4	48
9	R - 9	2	8	8	72
10	R - 10	4	9	8	84
11	R - 11	4	5	5	56
12	R - 12	4	8	6	72
13	R - 13	3	6	9	72
14	R - 14	4	6	8	72
15	R - 15	4	5	5	56
16	R - 16	3	5	6	56

17	R – 17	6	4	8	72
18	R – 18	4	6	8	72
19	R – 19	5	4	5	56
20	R – 20	4	7	7	72
21	R – 21	6	5	9	80
22	R – 22	4	8	6	56
23	R – 23	3	8	3	56
24	R – 24	4	8	6	72
25	R – 25	3	7	4	56
26	R – 26	2	5	5	48
27	R – 27	3	7	6	64
28	R – 28	3	4	5	48
29	R – 29	4	6	6	64
	$\Sigma=29$				$\Sigma=1740$ $M=\frac{\Sigma X}{N}$ $=\frac{1740}{29}$ $=60$

According to table above, the final score of test was counted by using the formula as follows:

$$M = \frac{\Sigma X}{N} = \frac{\text{total score}}{\text{number of the students}} \times 100\%$$

$$= \frac{1740}{29}$$

$$= 60$$

$$= 60\%$$

Where Σ represents “sum of”, X represents any raw score value, N represents the total number of raters, and M represents the *mean*.

2. First Cycle

The researcher did research that used scrabble game to improve students' mastery of English verb at class IV A SD Al Azhar 25 Semarang at the first cycle was held on 24 November 2009. There were steps in this cycle such as below:

1) Planning

The researcher made lesson plan, arranged worksheet, formed several groups, made evaluation from the first cycle, arranged the observation checklist, took documentation, reflection and evaluation.

2) Acting

The researcher started learning process by greeting, reading basmalah together, and checking attendance. The researcher gave introduction about material by showing picture that related to verb. Then she asked students to answer the question orally and gave example of verb that related to daily activity.

In teaching and learning process, the researcher gave a conversation that related to health. She was also read the conversation then the students imitated it. Then she wrote verb I and verb II related to conversation on white board and asked students to read and spelt together after she did it before. To make students to be active in learning activity, the researcher asked students to write and gave example related to the material.

After doing main activities, the researcher ordered students to make five group and each group consists of five or six children. Then she divided 10 letters to each group and asked them to arrange it word of verb I and II on scrabble board. Groups who got many words will be the winner. But before it, she explained the procedure to play scrabble. After they had tiles, each group should turn their tiles over and quickly try to form words with their tiles. The first group used all of the tiles would call "start". Each of them would pick up a new tile. This new letter must be integrated into existing puzzle. Once again, the first person/group used all of the tiles would yell "start". The word which was formed by the letter would be spelt by each group to correct it. After ended the game, the students and the researcher read and spelt the word from the scrabble board game. The researcher also asked students to write the word of verb from the board game.

From the processes above, the researcher paid attention to students' spelling from every word of verb. If there were mistakes, the teacher corrected and gave example the correct spelling.

After all of the processes had finished, the researcher evaluated students by giving test. The test were used to know the improvement of the students' mastery after learning process.

At last, the researcher asked students to say hamdalah together then she closed the meeting.

The result score of the first cycle was gotten by researcher from the test. There were 15 questions. The score of students in the first cycle could be seen in the table below:

Table 2
The Result Score from the Test of Using Scrabble Game to Improve Students' Mastery of English Verb at the First Cycle

No	Name	score per item			
		Part 1	Part 2	Part 3	Score
1	R - 1	20	10	30	60
2	R - 2	25	15	40	80
3	R - 3	15	15	30	60
4	R - 4	25	15	30	70
5	R - 5	10	20	20	50
6	R - 6	25	20	40	85
7	R - 7	10	20	40	70
8	R - 8	15	25	20	60
9	R - 9	20	10	40	70
10	R - 10	20	15	40	75
11	R - 11	10	25	30	65
12	R - 12	20	25	20	65
13	R - 13	25	15	40	80
14	R - 14	25	25	40	90
15	R - 15	20	15	30	65
16	R - 16	25	15	20	60
17	R - 17	15	25	50	90
18	R - 18	20	25	40	85

19	R – 19	20	20	40	90
20	R – 20	20	25	30	75
21	R – 21	15	25	50	90
22	R – 22	20	10	40	70
23	R – 23	25	10	20	55
24	R – 24	10	20	30	60
25	R – 25	25	15	30	70
26	R – 26	15	15	30	60
27	R – 27	15	25	20	60
28	R – 28	25	20	30	65
29	R – 29	25	15	20	60
					$\Sigma=2030$ $M=\frac{\Sigma X}{N}$ $=\frac{2030}{29}$ $=70$
		$\Sigma=29$			

According to table above, the final score of test was counted by using the formula as follows:

$$\begin{aligned}
 M &= \frac{\Sigma X}{N} = \frac{\text{total score}}{\text{number of the students}} \times 100\% \\
 &= \frac{2030}{29} \\
 &= 70 \\
 &= 70\%
 \end{aligned}$$

Where Σ represents “sum of”, X represents any raw score value, N represents the total number of raters, and M represents the *mean*.

3) Observing

In observation, there were some important matters, which must be paid attention during a research. In this observation, the writer took 10 items, which focused on research.

First monitoring, it was conducted on Tuesday, 17 November

2009. The researcher gave pre test for students, there were not students unrespected pre test. They were seriously to do the test, and there was no students were absent in the first meeting.

Second monitoring, it was conducted on Tuesday, 24 November 2009. Here, the researcher observed students' activity during treatment. The description of observation can be seen in the table below:

Table 3
Score of observation in first cycle

No	Aspects of Observation from the Students' Participation	Poor (0-35%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Students pay attention toward teacher's explanation			✓			3
2	Students are seriousness in understanding the material			✓			3
3	Students show curiosity by asking the questions to clarify understanding			✓			3
4	Students are enthusiastic in responding teachers' question		✓				2
5	Students are active during teaching and learning process		✓				2
	Total score	0	4	12	0	0	16

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximal score}} \times 100\% \\
 &= \frac{12}{25} \times 100\% \\
 &= 48\%
 \end{aligned}$$

First meeting, all of students were attended in class. From observation, the researcher knew that students' activeness were fair. Most of students did not join the class enthusiastically and still did not

respond well. Their attentions to the lesson were enough, although some students made noisy when teacher explained the material, because they still confused with the researcher direction. Students still did not focus on the material, they did not listen to teacher's explanation, and there were many students were still passive in learning process, in grouping, and working evaluation themselves. In playing scrabble game, the students felt difficult because the felt unfamiliar with the game. They usually know the game like crossword puzzle game. In memorizing verb, most of students felt lazy because there were some words that they felt difficult to spell and still unfamiliar such as *ride*, *cacth*, *ask*, etc.

4) Reflecting

The result of the test above showed that the *mean* in the first cycle was 70 or 70%. It was because there were students still did not focus on the material when the researcher explained. Beside that the students still unfamiliar with the game, they knew the game would similar with crossword puzzle.

For the researcher, she observed herself such as: she delivered material enough, but she still could not control the class well because she felt unfamiliar with the students' characteristics. Beside that the researcher guided students enough well although there were many students made noisy in class during treatment.

Based on the weakness above, the researcher had to be more creative in delivering material by using scrabble game to improve students' mastery of English verb. She completed the students' observation in the first cycle, then she did reflecting and evaluating during learning activities in the first cycle. She tried to get solution on the problem by planning some action such as below:

- a. Asking students to focus on study and did work by themselves.
- b. Asking students to be more active in learning process.

- c. Managing class well, such as tried to be more familiar with students, walked around the class and to be more discipline.
- d. Making full color of letter and big board game to get students' interests in learning process.
- e. Making class condition well to get students be more active such as tried to ask students to move their chair and made letter O.
- f. Completing work sheet.

From the reflecting above, it might help the researcher to get solution of the problem of learning process by using scrabble game to improve students' mastery of English verbs at the fourth grade of SD Al Azhar 25 Semarang. The result from the reflecting could be used to make some notes about students' improvement in mastering verb. It was also used to reflect in doing second cycle to get maximum research and repairing the third cycle if the result of the second cycle unsatisfied.

3. Second Cycle

Actually, the activity in this cycle was similar with the activity in the first cycle. But the researcher tried to repair the method of teaching and tried to do not do same weakness such as in the first cycle. This cycle was held on 1 December 2009. This cycles consisted of several steps such as below:

1) Planning

The researcher planned some activities to get maximum result in the second cycle. She planned to arrange lesson plan, a test and documentation for the second cycle. She was also prepared the media and the bigger board game of scrabble in order to make students focused in learning activities.

2) Acting

The researcher started learning process by greeting, reading basmalah together, and checking attendance. She stimulated to gets student's interest by asking the last material and connected with the

topic. Then she asked students to answer the question orally and gave example of verb that related to daily activity.

In teaching and learning process, the researcher gave a material that related to the topic of health. It was about reading text about play sports. After that she wrote verb I and verb II related to conversation on white board and asked students to read and spelt together after she did it before. To make students to be active in learning activity, the researcher asked students to write and gave example related to the material. She was also asked students to move the chair and made letter O. It was done by her because she wanted to get maximum process in learning activities and managed the class well.

After doing main activities, the researcher ordered students to make six group and each group consisted of four or five children. Then she divided 15 letters to each group and asked them to arrange it word of verb I and II on scrabble board. Groups who got many words will be winner. But before it, she explained the procedure to play scrabble. After they had tiles, each group should turn their tiles over and quickly try to form words with their tiles. The first group used all of the tiles would call "start". Each of them would pick up a new tile. This new letter must be integrated into existing puzzle. Once again, the first person/group used all of the tiles would yell "start". The word which was formed by the letter would be spelt by each group to correct it.

After that, the students and the researcher read and spelt the word from the scrabble board game. The researcher also asked students to write the word of verb from the board game.

From the processes above, the researcher paid attention to students' spelling from every word of verb. If there were mistakes, the teacher corrected and gave example the correct spelling.

After all of the processes had finished, the researcher evaluated students by giving test. The test were used to know the improvement

of students' mastery after doing treatment.

At last, the researcher asked students to say hamdalah together then she closed the meeting.

The result score in the second cycles was gotten by the researcher from the test. There were 15 questions.

The score of students evaluation could be seen in the table below:

Table 4
The Score from the Test by Using Scrabble Game to Improve Students' Mastery of English Verb at the Second Cycle

No	Name	Score per item			
		Part I	Part II	Part III	Score
1	R - 1	10	20	45	75
2	R - 2	25	25	50	100
3	R - 3	25	15	20	80
4	R - 4	20	20	45	85
5	R - 5	15	15	45	75
6	R - 6	25	25	50	100
7	R - 7	20	20	45	85
8	R - 8	15	25	30	75
9	R - 9	25	15	40	80
10	R - 10	15	15	45	75
11	R - 11	15	20	45	80
12	R - 12	20	20	50	90
13	R - 13	20	20	50	90
14	R - 14	25	25	50	100
15	R - 15	15	15	40	70
16	R - 16	15	15	30	60
17	R - 17	25	25	40	90
18	R - 18	15	15	40	70
19	R - 19	20	20	45	85
20	R - 20	25	20	45	90
21	R - 21	25	25	50	100
22	R - 22	25	10	35	70
23	R - 23	15	15	35	65
24	R - 24	25	20	50	95
25	R - 25	15	20	45	80
26	R - 26	20	20	40	75
27	R - 27	15	20	40	80
28	R - 28	20	25	40	85

29	R - 29	20	15	30	65
					$\Sigma=2370$
					$M = \frac{\Sigma X}{N}$
					$= \frac{2370}{29}$
	$\Sigma=29$				$= 81.724138$

According to table above, the final score of test was counted by using formula as follows:

$$\begin{aligned}
 M &= \frac{\Sigma X}{N} = \frac{\text{total score}}{\text{number of the students}} \times 100\% \\
 &= \frac{2370}{29} \\
 &= 81.724138 \\
 &= 82\%
 \end{aligned}$$

Where Σ represents “sum of”, X represents any raw score value, N represents the total number of raters, and M represents the *mean*.

3) Observing

The researcher did monitoring in learning process during observation by using observation checklist. This observation was done to observe students' participation in learning process by using scrabble game to teach verb at the fourth grade of SD Al Azhar 25 Semarang. The researcher also made some notes for herself as a researcher and a teacher during treatment.

The result score from the students' observation can be seen in the table below:

Table 5
Score of observation in first cycle

No	Aspects of Observation from the Students' Participation	Poor (0-35%)	Fair (40-59%)	Average (60-74%)	Good (75-84%)	Excellent (85-100%)	Total Score
		1	2	3	4	5	
1	Students pay attention toward teacher's explanation				✓		4
2	Students are seriousness in understanding the material				✓		4
4	Students show curiosity by asking the questions to clarify understanding			✓			3
5	Students are enthusiastic in responding teachers' question			✓			3
6	Students are active during teaching and learning process			✓			3
	Total score	0		9	8	0	17

$$\begin{aligned}
 \text{Score} &= \frac{\text{Total score}}{\text{maximum score}} \times 100\% \\
 &= \frac{17}{25} \times 100\% \\
 &= 68\%
 \end{aligned}$$

From observation that researcher observed, she knew that students' participation in second cycle were average. They were able to respond the researcher's explanation because if they made crowded or did not listen to the researcher's explanation so she asked them to come forward and made more sentence related to the material. Beside that, students to be more active to ask the researcher if they did not understand about the material and how to spell the word in order to make students were able to apply their knowledge of verb into written form. They were also diligent to do work by themselves although they were students still did not discipline because they felt bored if the

material went over time.

4) Reflecting

From the test score in second cycles above, the researcher knew that the *mean* of the second cycle was 81.724138 or amount 82%. It showed that students had good achievement in the study by using scrabble to improve students' mastery of English verb from the minimum score in the indicator of study that was 65. They were able to do assignment then they were able to apply their knowledge into written form.

For the researcher's observation, she made some notes during treatment in the second cycle. She could motivate students in studying verb by using scrabble game well. She also can manage class after she asked students to move the chair and made letter O.

Teaching verb by using scrabble game was able to improve the student's mastery in English verb. The student's achievement was fulfilled although there were little students were still passing in achievement. By analyzing result of the research in the second cycle, this research was stopped by the researcher.

C. Discussions

The objectives of the study were to describe the implementations of teaching verb by using scrabble game and found out the improvement of students' mastery of English verb by using scrabble game at the fourth grade students of SD Al Azhar 25 Semarang in the Academic Year of 2009/2010.

In using scrabble game to teach verb, the students could play the game well, although the game sometimes went too long. But, by using big board game, the teacher could manage the students when they played game. The researcher also asked students to make letter O when they played game in order to make easy when she observed the students' activeness in playing game or during treatment.

In playing scrabble, if the students collected as many verbs as

possible, they would get more score. The implementation of scrabble game in teaching verb was clear in appropriate with procedure for playing scrabble game. Students could apply their knowledge into written form, then they could arrange verb well and spelt it together.

According to whole tests above, the researcher saw that the result score from the tests in every cycle was increased from the first test in pre cycle, the second test in first cycle, and the third test in second cycle. The result of whole tests as follows:

Table 4

No		Pre Cycle	First Cycle/ First test	Second Cycle/ Second test
.	The Mean of test	60	70	81.724138
		(60%)	(70%)	(82%)

We saw in the average between the results of first test in pre cycle, second test in first cycle, and third test in second cycle. The averages of the scores were 60 or 60% in pre cycle, it was becoming 70 or 70% in first cycle, and then it was becoming 81.724138 or 82% in second cycle.

It showed that the action of the researcher in learning process by using scrabble game to improve students' mastery of English verb with the fourth grade students of SD Al Azhar 25 Semarang helped students in studying verb. By using scrabble game in teaching verb helped students to improve the students' mastery in spelling in order to help students in reading and applying vocabulary especially verb into written form.