

CHAPTER IV

RESULTS AND DISCUSSIONS

A. Profil of M.Ts. Raudlatut Tholibin¹

This part describes not only the school's geographical location, historical development, vision, missions, but also explains the several of the entire subjects which involved the number of headmasters, teachers, students and the other employees.

M.Ts. Raudlatut Tholibin was located on Tayu-Pati street km. 03 Pakis village. It was built on 1347 m² ground which has two buildings on December 25, 1958 by social care of Pakis Moslem which was included Arraudloh Institute. Geographycally, it has built on the strategic location. So that people or society can access easily. It can be seen as the following direction explanation.

1. From the east : it was bordered on Pakis traditional market.
2. From the west : it was bordered on Pakis settlement.
3. From the north : it was bordered on Pakis settlement.
4. From the south : it was bordered on Pakis office.

Based on the points of description above, it was inferential as the pleasant school which is far from the crowded city. It is able to create and to develop students' learning models during the teaching and learning process is running.

¹ MTs. Raudlatut Tholibin's soft-file archives.

In the year of 2005, this school got the certified accreditation “B”. In this academic year of 2015/2016, it was led by H. Nur Hafidh as the headmaster. He was helped by 2 vice headmaster, 35 teachers and 5 official employees. Moreover, a vision and mission has been arranged to get the best students quality. A vision is to create students to have the best attitude of Ahlu Sunnah wal Jama’ah, religion skills, science and technology as the basics. The indicators of vision to create students who:

1. are able to recite Quran exactly,
2. do obligatory and meritorious worship persistently,
3. talk and do politely,
4. have the excellent academic and non-academic performance as the provisions to go forward to the next educational higher level and/or to be living independently.

Beside that, the vision above was supported by the missions that were mentioned as the following:

1. infilling Islam faith of Ahlu Sunnah Wal Jama’ah through Islamic and Science educational process.
2. growing Islam doctrine in comprehension and implementation up.
3. developing Islamic knowledge of technology, language, sport and art based on the students’ talent.

In this academic year of 2015/2016, there are 11 groups that were divided as the following grades. (see Table 4.1)

B. Pre Cycle Analysis

As the first data, the researcher conducted pre cycle with the following activities. For the first, the researcher allowed the English teacher and observed the teaching method was done by him. The teacher started the lesson by greeting them, then introduced the researcher and what the aim of the researcher there was. After that, they payed attention and listened the teacher's review about instructions.

The pre-cycle was held on Sunday February 7, 2016. As long as the teaching learning process, the researcher observed the teacher's and students' activities. There were 26 students who participated in this research. Before this research was carried out in VII D of M.Ts. Raudlatut Tholibin, the researcher made students code for each students. It showed as attached table. (see Table 4.2)

The researcher observed the students' activity in teaching and learning process. The description of the observation in the pre cycle was provided in the following table on attachment sheet. (see Table 4.3)

According to the table above, the observation score was counted by the following formula.

$$\begin{aligned}\text{Score} &= \frac{\text{total score}}{\text{maximal score}} \times 100 \\ &= \frac{15}{25} \times 100 \\ &= 60\end{aligned}$$

Based on the observation score above, the researcher knew that students' activeness was less because they were not confident for asking or responding the teacher's question, but their enthusiastic in teaching learning process was average that was showed from their attention to the teacher's explanation in front of the class. They were looked enjoy in the class when the teacher gave intermezzo to make the class temperature was warm. Their activity in this cycle was not much crowded. They just listened the teacher' explanation on their seats and did the pre cycle test at the last.

At the end of the activities was doing test by the students. The test was used to measure the students' comprehension on English by getting their achievement before go to the research. The paper test was prepared by the researcher based on the previous material which was taught by the teacher. In this section, the researcher took a role not only as an observer in the class during teaching and learning was running but also became a supervisor of doing test. Before closing the class, the teacher gave homework for students. After the lesson, the researcher got the data of the research was taken place. It was about the school's profil, students' list of research subject, and the students' achievement of this cycle.

The score of pre cycle could be seen on attached table. (see Table 4.4)

Based on the result of pre cycle test, there were twelve students who got lower than 70 as the minimum criterion of passing score on the several materials of expressing give and ask something, instructions, congratulations, announcement, and list. After that, the researcher calculated the students' comprehension based on the students' average score as the formula below.

$$\bar{x} = \frac{\sum f}{n}$$

Note: \bar{x} = the mean of students' score

$\sum f$ = the number of score

n = the number of students

The computation to get the students' average score of pre cycle was:

$$\bar{x} = \frac{1745}{26}$$

$$\bar{x} = 67,11$$

The students' average score of pre cycle was 67,11. It was unsatisfied because it did not reach score 70 as the minimum criterion of passing score. It could be concluded that the students' comprehension of English was still poor. It made the action research must be done.

C. Result of the Research

The result of this research can be seen as the following.

1. First Cycle

This cycle was started on Monday February 8, 2016 until Monday February 15, 2016. In this section, the researcher started to take a role as a teacher and applied toothpick game as a teaching learning strategy. As the mentioned before, this research was called classroom action research. The activities could be seen as the following.

a. Planning

The researcher designed a lesson plan as a guidance in teaching learning verbal sentences of simple present tense, arranged observation checklist to observe the students' activities during teaching and learning process, prepared a lack of toothpick and some pictures of people doing something, prepared instruments test that were included lattice, key answer, rubric of evaluation analyzing, and score table.

b. Acting

In this cycle, the researcher took a role as a teacher. Teacher started the class by greeting the students, asking them to recite *basmalah* and checking their attendance. Before the teacher explained the material of verbal sentences, the teacher stimulated them by giving questions what did they know about

simple present tense. But most of them shake their head and just kept silent. After that the teacher gave more information about simple present tense in front of the class. For giving more comprehension about the material, the students were invited to play a game using toothpick as a medium. Before starting the game, teacher took a picture and gave example of verbal sentences using the media.

The teacher divided them into five in groups. They were twenty six, so that one of groups consisted on six members. Then each group was distributed a picture and toothpicks. The teacher gave instructions how to play the game and what should they did. She asked to the one of each group to prepare a piece of paper to write the sentences of the objects they found then stucked on the certain area of the people doing pictures. After finishing the group work, teacher asked to one of each group to be a representative to speak the written sentences up in front of the class. Every sentences that was read, teacher and other students gave correction for the works together. Before going to test, teacher reviewed and concluded the material. To know their comprehension on the material, teacher gave test to get the students' achievement. After that the teacher gave students to do homework about the vocabularies of person characteristics. At last, the teacher asked them to say *hamdalah* as the finishing class.

The result of the students' comprehension on the verbal sentences of simple present tense was gotten by test. It could be seen as the following table. (see Table 4.5)

According to the table above, it was about 42% or 11 students who still got the lower score than the minimum criterion of passing score. It was about 58% or 25 students who got the higher score than the minimum criterion of passing score.

The scores above were calculated by using the mean formula to know the successfulness of the action research. It showed the result of the first cycle test after implementing toothpick game in teaching verbal sentences of simple present tense.

$$\bar{x} = \frac{\sum f}{n}$$

$$\bar{x} = \frac{1852}{26}$$

$$\bar{x} = 71,23$$

The students' average score was 71,23. Although there were eleven students who failed in the first cycle test, it showed better score than the result of pre cycle and the minimum criterion of passing score. It meant the students had better attention in English and reached the improvement of mastery in simple present tense particularly. It could be known from the

following score table as describing the pre cycle and the first cycle results. (see Table 4.6)

The table above told that eight of twenty six students those who have regress scores that signed by minus (-) and the other students have progress scores were signed by plus (+). However the mean was still average, it showed the improvement was 4,11% effectively, and the second cycle would be conducted. The available of progress and regress caused the students' activities in teaching and learning process. For those further information would be explained briefly on the reflecting stage.

c. Observing

During the teaching learning process was running, the researcher observed the students' activities based on the observation checklist which were included giving attention to the teacher's explanation about the material, playing toothpick game and doing the test. The description of observation could be seen on attached table. (see Table 4.7)

Based on the table above, the score of observation was applied in the following formula.

$$\begin{aligned}\text{Score} &= \frac{\text{total score}}{\text{maximal score}} \times 100 \\ &= \frac{37}{50} \times 100 \\ &= 74\end{aligned}$$

In this cycle, the students' interest was good. Their enthusiastic in learning process was good enough but they did not have self-confident to respond the teacher's question well. There was two students as the trouble maker in the classroom. So that he made classroom's atmosphere was crowded when the teacher explained the material and when the representative stood in front of the class. There were many students looked confused when the game was running. They asked questions when arranged sentences. That was why they were as passive learners in learning process. Although they were allowed to open dictionary, many students were active asked the difficult words to the teacher for making sure which one the words could be used in their sentences. Working in group, they had good cooperation to finish the project. Most of the performance of representative was salient and they looked unconfident and hesitant in speaking.

d. Reflecting

After doing the first cycle test, the researcher and the collaborator analyzed the result of the test and concluded that the students' comprehension based on the students' achievement was better than the pre cycle result. The researcher and the collaborator needed the better score because it was precisely on the minimum criterion of passing score area. Students who had low score were ascertained to need opportunity to improve their comprehension to be better.

In teaching and learning process, the researcher had good performance. Her interaction with students was good enough. She used easy words when delivering the material to make students understand easily. She controlled the class well although there were students made noisy in the class.

Based on the reflection above, the researcher tried to get solution of the problems as the following actions.

- 1) Created illustrations to make students easy in remembering the patterns of simple present tense. Such as in regular verbs, the researcher illustrated the subjects she, he, it, or name of person like "ice" ('s' in Indonesia) in verbs.
- 2) Managed class well, such as tried to be more familiar with students. At least the researcher memorized the names of them in order to make easy the teaching and learning process effectively.

- 3) Asked students to be confident and more active during the learning process.

In this stage, the researcher discussed the relation of students' activities in teaching and learning process and students' achievement. Based on the result of the improvement of students' mastery on verbal sentences of simple present tense, the researcher found the causes of students' progress that could be explained as the following.

Students' progress was caused by students' good comprehension in the material and good enthusiastic in class. Teacher invited them to be more confident in their performing in teaching and learning process. Some of them gave good attention and became active learners in responding teacher's question and giving their voice both to make another examples for the material and to ask for repeating the explanation until they could understand.

During teaching and learning process, teacher gave free chance to look up vocabularies in their dictionary then teacher checked the use of best vocabularies out and let students explored what they wanted to know about the material. Implementation of verbal sentences material, generally the difficulties were faced by them was to distinguish verbs which added by s/es or did not.

Based on the data above, 15 of 26 students or 58% who reached the high score could make and arrange sentences of simple present tense by describing people doing something in verbal sentences appropriately and correctly. Because of the students who got the score is equal or more than 70 not yet reaching 80%, this classroom action research would be continued on the second cycle.

2. Second Cycle

The second cycle was started on Sunday, February 21 to Monday February 22, 2016. The activities in this cycle was similar with the first cycle. The diversity in this cycle was delivering nominal sentences as the material. In the previous cycle was delivered verbal sentences of simple present tenses, in this occasion was delivered nominal sentences of simple present tense. The several steps was carried out in this cycle as below.

a. Planning

In this cycle, the researcher planned some activities to get the better result of the second cycle. She designed a lesson plan in teaching learning nominal sentences of simple present tense. Beside that, she prepared observation checklist to observe the students' activities during teaching and learning process, a lack of toothpick and some attractive pictures of particular people

and thing, and instruments test that were included lattice, key answer, and rubric of evaluation analyzing.

b. Acting

Teacher started the class by greeting the students, asking them to recite *basmalah* and checking their attendance. The teacher reviewed the previous material by giving questions about verbal sentences of simple present tense and asking them made examples. After that, the teacher explained the material would be learnt was nominal sentences. Teacher guided them to get more information about the material in front of the class. During explaining the material, teacher used picture and toothpick for giving examples. Then teacher asked them to gave more sentences by playingtoothpick game.

The teacher divided them into five in groups. One of groups consisted on six member because they were twenty six. Then teacher distributed each group a picture and toothpicks. Teacher instructedthem to play the game as the the teacher did before. She asked to the one of each group to write sentences on a paper and sticked the toothpicks on the objects they foundbased on the pictures of particular people or thing.After finishing the work, teacher asked a groups' representative to speak the sentences loudlyon the sit. Every sentences that read, teacher and other students gave correction for the works

together. Teacher ascertained students had comprehended the material. Then teacher gave test to get the students' achievement. At last, the teacher asked them to say *hamdalah* as the finishing class.

The result of the test could be seen (Table 4.8) as attached.

The scores above were calculated to get the students' average score by using mean formula as below.

$$\bar{x} = \frac{\sum f}{n}$$

$$\bar{x} = \frac{1960}{26}$$

$$\bar{x} = 75,38$$

The students' average score was 75,38. It was good score that better than the result of first cycle. That was about 81% or 21students got the score that reached 70 as the minimum criterion of passing score and it was about 19% or 5 students who got the lower score than the minimum criterion of passing score. It showed the improvement of students mastery on simple present tense. The improvement could be seen as attached table. (see Table 4.9)

There were five students who got under seventy in the second cycle. The improvement between cycle 1 and cycle 2

result as described above told fifteen students have progress, two students have regress, and nine students have equal. The improvement showed 4,15% was better than before. They would be known in further statements in the reflecting phase.

c. Observing

The researcher observed the students' activities based on the observation checklist. It could be known in the table 4.10 (attachment sheet).

Based on the table above, the score of observation was applied in the following formula.

$$\begin{aligned}\text{Score} &= \frac{\text{total score}}{\text{maximal score}} \times 100 \\ &= \frac{40}{50} \times 100 \\ &= 80\end{aligned}$$

In this cycle, the students' interest in playing game was excellent. They were looked enthusiastic in learning process was good. Most of them could respond the teacher's questions confidently. Their attention on teacher's explanation was good enough. They could stay cool on their sits, but sometimes they made class crowded when the classmates gave incorrect sentences. Beside that, in this cycle they became more active

learners in the learning process. It was proved by active to give examples and to ask difficult words when they used dictionary for making sure which one the words could be used in their sentences. It was also showed their good comprehension on the material given. Working in group, they had good cooperation to finish the project. In addition, the students were looked enjoy in learning simple present tense using toothpick game.

d. Reflecting

The score of the second cycle had fulfilled the minimum criterion of passing score that was 70. Therefore, the researcher knew that the students' achievement was satisfactory. Their good achievement had showed the improvement of students' mastery on simple present tense. The students' comprehension was encouraged their interest in learning process. They were looked enjoy and comfort in teaching learning process that was showed their improvement of confidence when responding the teacher's questions.

In this cycle, the researcher was doing the plan to help students to deliver the material in easy way by giving unforgettable terms. Beside that, the researcher did approach to be familiar people for them particularly for the students who were assumed as trouble maker. So that they could enjoy and comfort in teaching and learning process. Based on the

reflection above, using toothpick game could improve the students' mastery on simple present tense that was proved the improvement of students' achievement in the cycles that were done. By the analyzing and the result of the research in the second cycle, the researcher stopped the research based on the collaborator's approval.

Further analyzing could be explained the causes of students' progress, regress, and stagnant achievement. The student who got the progress was caused their good comprehension and enthusiastic. Eventhough some of them became passive learners in the class, they could reduce his annoyance in the class for the trouble makers, and were able to control themselves became nice students. They also showed communicative role in group work interactively. Students who got the regress could be known from their achievement that showed less understanding. For the stagnant, students showed good attention and enthusiastic in teaching and learning process. They attempted to become more active learners by giving feedback of teacher's questions confidently.

Based on the second cycle data, 21 of 26 students or 81% who reached the high score of equal or more than 70 as the minimum criterion of passing score. Related to the indicators of achievement, they have made and arranged sentences of simple present tense by describing particular

people and thing in nominal sentences appropriately and correctly. More than 80% of students who reached equal or more than 70 score based on the indicators, this classroom action research was stopped.

D. Grand Analysis

Based on the objectives of the research, this research was conducted to improve students' mastery on simple present tense related to the achievement of seventh grade students at M.Ts. Raudlatut Tholibin in the academic year of 2015/2016. In this research, there were 26 participants in VII D class. Improving students' mastery on simple present tense which was divided into verbal sentences and nominal sentences was being taught through toothpick game. Implementing toothpick game as learning strategy in teaching simple present tense made students enjoy, comfort, easy, and fun. It was fun and new way in learning English especially simple present tense because they could play and learn in a time. By playing the game, they learnt the structure of simple present tense and memorized them easily.

Before conducting toothpick game to teach and learn simple present tense, the researcher made learning instruments of teaching and learning needed. For the first, the researcher designed lesson plan to make a procedure of teaching and learning process systematically. The lesson plan was designed for every cycle in this treatment based on the learning syllabus. Then, the researcher made latices, questions and key

answers. And the last, the researcher used analysis score to analyze the students' correction.

Based on the lesson plan, the researcher as the teacher model in classroom determined the learning indicators that must be achieved by students. In the first cycle, teacher drilled students to make sentences for giving examples of verbal sentences. Meanwhile, teacher taught nominal sentences of simple present tense in the second cycle. It was done by changing the subject, verbs, or object of the sentences. Implementing toothpick game could help students to arrange sentences of verbal and nominal in groups. It has done by sequent steps as the following.

First, the teacher prepared toothpick and some pictures as learning media. Then, teacher divided students into five to six members in every group and distributed them a picture and toothpicks. After that, teacher gave instruction to prepare a piece of paper to write the sentences of the objects they found then stucked on the certain area of the people doing pictures for verbal sentences and particular people or thing for nominal sentences. After finishing the project, teacher asked to one of each group to be a representative to speak the sentences up in front of the class briefly. And the last, teacher and the rest of groups gave correction for the works.

In every meeting, teacher and students started the class by reciting *basmalah* and closed it by reciting *hamdalah*. The first cycle result showed the students' improvement based on their achievement.

The comparison of the achievement was 4,11% better than the pre cycle result.

The next schedule after being conducted first cycle was did the second cycle. It spent in two meetings to learn nominal sentences of simple present tense. Every meeting was guided to start the lesson by reciting *basmalah* and closed by *hamdalah*. First meeting, delivering new material about nominal sentences was understood by students easier and faster. So that students implemented and generated their understanding by playing toothpick game. In this section, teacher knew their better anthusiastic, activeness, and coordination way to be cooperative students in work. It also showed better confident performance in the class. Second meeting, students did the test after teacher reviewed the material in the previous meeting. They accomplished the test in more conditioned class. The result of the test indicated the improvement of students' achievement. Most of them showed the progress and stagnant score. The regress score was less then before. Their achievement was 4,15% better than the first cycle.

Based on the whole tests, the researcher knew the improvement of students' mastery on simple present tense from pre cycle until second cycle that could be seen on attachment table. (see Table 4.11) It also can be drawn as the following chart. (see Figure 4.1)

The successfulness of improving students' mastery on simple present tense through toothpick game could be known in the table above. The conventional way that was used in pre cycle showed the

mean of pre cycle was 67,12 with the sum score was 1745. It meant the score was lower than 70 as the minimum criterion of passing score. After conducting the new way in first cycle, the sum and the mean of the students improved with 1852 and 71,23. There were 11 students or 42% who failed and 25 students or 58% who reached the minimum criterion of passing score. Meanwhile, the result of second cycle showed the better improvement that reached 75,38 as the mean with 1960 as the sum score. It was about 81% or 21 students who reached equal or more than 70 and 19% or 5 students who failed to reach the equal or more than 70.

E. Discussion

MTs. Raudlatut Tholibin is one of private school in Pati. It has prepared a strategic building which is far from the crowded city. It is responsible to guide students become best nation. The school provides facilities to develop students' intelligence. Supporting tools also have a role which has been served by this school to improve the students' quality such as language laboratory, comfort class, creative teachers, and language learning extra.

The researcher carried out new strategy of learning in this research. The implementation of interactive strategy could appear students' interest to join in teaching and learning process which was accomplished for teaching and learning simple present tense in the VII D graders using game. The game involved students to work in

groups. Related to Hamruni's explanation that students are able to learn in groups in order to create their social skill and organize their thought.² Exactly, the researcher implemented toothpick game to teach and learn simple present tense. This game invited students to do the work interactively in group by play the game to solve the problem cooperatively. As stated by Slavin³, cooperative learning encourages students to work independently and improve work performance in groups. That description referred to educational concept of Ki Hadjar Dewantara⁴, "Ing Madya Mangun Karsa". It means teacher always takes around the students and motivates them to work, to build their aims and spirit, and to develop their ideas productively.

The role of creative and innovative teacher made the students' atmosphere was up and warm. This situation affected the improvement of students' achievement. Referred to Muhibbin Syah, this study showed the improvement of students' achievement was affected by students' interest and motivation. They could be explained as the following.

² Hamruni. *Strategi dan Model-Model Pembelajaran Aktif Menyenangkan*. p.8-9

³ Thobroni, Muhammad & Arif Mustofa. *Belajar & Pembelajaran: Pengembangan Wacana dan Praktik Pembelajaran dalam Pembangunan Nasional*. (Jogjakarta: Ar-Ruzz Media, 2011). p.285

⁴ Samho, Bartolomeus. *Visi Pendidikan Ki Hadjar Dewantara: Tantangan dan Relevansi*. . . . p.78

1. Interest. Making students interest in teaching and learning was the first step in improving their achievement. When teacher used toothpick game as new strategy in teaching learning, the students showed their interest by giving good attention to teacher's explanation. Then they played it in learning simple present tense actively and enthusiastically. They were looked enjoy to play some toothpicks by sticking them on parts of pictures. Moreover some of them wanted to be the first students who got the task.
2. Motivation. When students have interested in teaching and learning, they were also motivated to able to play that game. This competitive game also gave students motivation to be the winner by composing correct sentences they had. Automatically, they had good feeling to join in teaching and learning process. The implementation of toothpick game invited students to stimulate it independently after the teacher gave some instructions. They stimulated and learnt simple present tense by using toothpick game well. On the other hand, students developed their ideas innovatively to find out some parts of the pictures to describe well. Each group was given an occasion to find the activities on the picture as many as possible.

After making students interested and motivated by playing toothpick game in teaching and learning simple present tense, they had better understanding on simple present tense. It was proved by

improving students' achievement significantly from the first cycle test to the second cycle result was better and better.

Based on the result of the research, the researcher found the significant improvement of students' mastery on simple present tense could be served in the charts below based on the mean, sum, lowest and highest progress scores. (see Figure 4.1, 4.2, 4.3, and 4.4)

From the charts above, students' achievement showed the improvement gradually based on the formative aspect of evaluation. Joyce stated that evaluation is an inquiry, a process of asking questions and seeking the answers so that the program can be gradually improved.⁵ Not only students' achievement, but also the quality of questions that were given by teacher to the students which must gradually improved. It means that the number of questions had been categorized easy, medium, and hard. In this study, the researcher made an analysis of questions by analyzing students' score.

The students' improvement in mastery of simple present tense also described as the previous research. It told that toothpick game helped eighth graders in composing descriptive text. Its result showed the significant students' skill improvement in writing. No more different from this research, toothpick helped students of

⁵ Joyce, Bruce R. *Student Achievement through Staff Development*. (US: ASCD, 2002). 3rd ed. p.114.

seventh to be mastery in simple present tense. From the analyzing result, the output of this research explained that toothpick game was composing and arranging word by word which was focused on simple present tense in order to become good sentences. It applied the patterns of simple present tense to compose sentences based on the picture they have gotten. That activity invited students to become more active and interactive in teaching and learning process. It created the different atmosphere to be enjoyable and interesting class from the conventional class and method of learning.

Related to those statements above, it can be concluded that private school students have big potential to reach best achievement as good as the public school students. Approaches of learning have helped students to improve their mastery on simple present tense as the focusing material in this research. In addition, their improvement can be supported by some tools that facilitate them in teaching and learning process especially in teaching and learning English such as a language laboratory room. In this school, that room helps students to increase their skill in learning foreign language deeply especially both English and Arabic learning.

F. Limitations

This research was not done perfectly. There were some obstacles which have faced by the researcher to conduct this research. They were described as the following points.

1. Time limit of research. Basically, learning must be gotten maximum result (100%) but related to this research is as the final project of the study which has time limit, the researcher targeted for more or equal of 75% students had to reach the minimum criterion of passing score.
2. Students who were hyperactive used another function of toothpick as a medium in learning process. At the moment, they wanted to get another toothpick to the teacher. On the other hand, those were some toothpicks broken.
3. The leak of the class roof when it was raining made the atmosphere of the teaching and learning activity was not running well. Students were looked not enjoyable and might not concentrate in getting the material.
4. There was possible condition to turn back on the previous. It was caused by the researcher's role in the class that much spent time to learn. Meanwhile, the English teacher had no much occasion to help students' improvement in teaching and learning simple present tense. If there is no innovative way in developing strategy of teaching and learning process by the teacher, the possible above will become real situation.