

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents the research finding and the discussion based on the data gathered during the observation. Based on the result of the observation, field note, interview, and questionnaires, the writer presents the finding of the study. The writer presents the findings of the study that are divided into two findings. The First, the writer focused on the implementation of crossword puzzle game in teaching listening descriptive process in the classroom by the English teacher. The second is the writer analyzes the student's response toward the use of crossword puzzle game in teaching listening descriptive.

4.1 The Implementation of Crossword Puzzle Game in Teaching Listening Descriptive

In this section, the writer focuses on describing the implementation of crossword puzzle game in teaching listening descriptive. The writer uses the observation checklist and field notes during the observation. The data also taken from teacher interviews to prop the observation process. From that observation instrument, the writer will describe the process.

The process of Pre-activity begins with the teacher arrives in the classroom and prepares the teaching media. Teacher prepares the laptop, speaker, dictionary, LKS, and worksheet on the table. Teacher turns on the laptop and she also checks the speaker's voice. Then, the teacher opens the class by saying "assalamuallaikum warahmatullahi wabarakatuh." The next activity, teacher

greet all of the students (see appendix 5). It is suitable with the lesson plan (see appendix 2).

Starting the Main-activity process, teacher tells the students about the topic the day, it is about descriptive text. Teacher tries to remind the previous lesson about descriptive text by give some questions about the topic. It aims is to check that all students still remember about descriptive text. Teacher also gives an explanation about the topic clearly (see appendix 5). One hour lesson passed and followed by the rest activity.

After the break time, students arrive in the classroom and they gets ready to follow the learning process. Teacher continues the teaching process by praying together. Teacher asks the students to make some groups that consist of four students. The aim of this activity is to conduct the game and to increase the student's group collaboration and discussion.

Afterwards teacher gives the crossword puzzle paper. Teacher gives a simple explanation about crossword puzzle games and the role of the game to the students. (See appendix 5). Teacher ensures that the students understand with the task, and starts up the game. Teacher starts to play in a series of description audio by using speaker sound number 1 until number 8 twice and students fill the crossword puzzle worksheet.

After all groups fill and check the answers, discussion class begun. Teacher guides the discussion class by replying descriptive audio and she gives a simple explanation to help the students understand the content of the audio. Students should be answered what animal that is described. Then teacher asks the

students to spell the correct answer and, she chooses one student from the each group to write the answer in the whiteboard (see appendix 5).

The Post-activity process, teaching listening descriptive using crossword puzzle game was done well. All of the students participate very well. At the last time, before teacher closes the meeting, she reflects the descriptive text topic. Teacher asks the students about the descriptive meaning and the element of description text, then the students definitely answer it very well (see appendix 5). The implementation of crossword puzzle game finished. Teacher checks the absent and she fill the journal. Finally, teacher is closes the meeting then says goodbye.

Considering the activity passed by the English teacher during the teaching process, it is suitable with the theory of principles implementation teaching listening written by Harmer (1998:99-100). The first principle of teaching listening by Harmer is the use of tape recorder; in this case, the teacher uses speaker sound (see appendix 6). Harmer also explains that in teaching listening process, the teacher should checks that all students round the classroom could hear tape record. The tape record also should be familiar for the teacher, so she can easy to operate it. This principle is similar with the teaching listening process applied by the English teacher of Madrasah Tsanawiyah Al Hikamah Mojokerto. Before begin the teaching process, teacher prepares the teaching media and checks the speaker sound. The teacher also uses the familiar speaker. It can be ensured from how the teacher operate the speaker sound easily (see appendix 5).

Teacher explains about some important media that she used in teaching listening descriptive by using crossword puzzle game. Besides the laptop for playing the audio, LKS for explaining the text, and dictionary for looking the word meaning, speaker as the most important media in teaching listening. It is because the speaker voice help the students to listen the audio clearly. Therefore, the teacher must be ensures that the speaker voice is in a good condition to prevent some error during teaching learning process (see appendix 7).

The second listening principle that harmer (1998:99-100) stated in the chapter II is preparation. The teacher applies it by prepares some teaching medias to success teaching listening descriptive process like speaker sound, descriptive audio and worksheet. Besides the teacher in teaching process uses some media, teacher also prepares the lesson plan (see appendix 2). The syllabus and the lesson plan used by the teacher is Kurikulum Tingkat Satuan Pendidikan/ KTSP (see appendix 1). In the lesson plan, teacher writes the media, theme, learning source, also time management. The teacher should manage the time in order to guide her during teaching process. The precise time management can help the students reach the aim of teaching learning process.

The time management in implementing crossword puzzle game for teaching listening descriptive in the first grade students of Madrasah Tsanawiyah Al-Hikmah Mojokerto, teacher explains that she has 2x40 minute to teach English that day. One hour before the break time and one other after the break. First hour is used to previews and adds some explanations about descriptive text. It also used to check that the student ready to follow the game. After the break time, teacher explains about the game and the rules that should be followed by the students,

teacher also asks the students to make some group, before begins the listening activity. The discussion's class around fifteen minutes and ten minute is uses for previewing the study and closing (see appendix 7).

The third principle in teaching listening is listening the audio once would not be enough for the students. In the listening task, students should be understood about the content of description audio to help them find the correct answer. It means that they cannot fill the task while they do not know the audio meaning or miss some point when they listen the audio. It is because the teacher plays the audio twice to make sure that the students understand the things they missed at the first time they listen. In the class action before starting to plays the audio, the teacher explains that she will play the first until the eight audio twice and the students should fill the crossword puzzle (see appendix 5).

Learning listening descriptive text by using crossword puzzle game is the first listening activity that followed by the first students of Madrasah Tsanawiyah Al-Hikmah in descriptive theme. Teacher helps the students to understand the audio material by following Harmer (1998:99-100) opinion. In the interview section, teacher explains that she plays the audio twice to helps the students solve the task. Teacher designs it to help the students easy to follow the listening process. To apply crossword puzzle game, the English teacher also asks the students to make some discussions group and she uses the theme that day as the name of group. Students can discuss with their group to establish the correct answers. Finally, this class is decided into three groups named rabbit, tiger, and scorpion.

The next teaching listening principle by Harmer (1998:99-100) is students should be encouraged to respond to the content of a listening. The teacher applies it by asking some question during the listening activity like “have done?”, “what animal is it?”, “sudah paham?”, “is it true?” etc. it used to help the teacher know success of their teaching materials. The English teacher also makes the crossword puzzle worksheet to help her in the evaluation process for her teaching materials (see appendix 3).

The next listening principle is different listening stages demand different listening task. It designed by the English teacher by preparing the descriptive audio with general theme that is easy to be understood. The aims of this part is helping the student to understand about the content of the audio by selecting the simple audio with the familiar vocabularies and continuing with the other audio with the new vocabularies (see appendix 7).

The last principle is teacher exploits listening texts for various kinds of activities. After the listening process, the teacher guides the students to discuss the correct answers. The teacher also asks the students to spell the correct answers before writing it on the whiteboard (see appendix 5). The spelling activity is the various activity that can make the students know how to say, spell and pronounce the text that contains of word and phrase correctly. Therefore, the spelling process helps the student to remember the correct spelling word for the new vocabularies.

By using crossword puzzle game as teaching media in teaching listening descriptive, it would help the students to understand with their study. During the observation process, teacher applies crossword puzzle is suitable with the theory composed by Wharton (1995: 48). In the chapter II, Wharton states that crossword

puzzle is kinds of games that is easy to create for using in the language classroom. It is suitable with the English teacher is view in appendix 7.

Teacher explains that she makes the crossword puzzle easily. Teacher passes some steps to makes the worksheet of crossword puzzle game. The first step, teacher chooses the topic that will be used in the listening descriptive game. The next steps is teacher downloads some records that suitable with the topic and the last steps is teacher makes the square of crossword puzzle (see appendix 7).

Wharton (1995: 48) also adds that the crossword puzzle game is not only writing the correct answer of the clue, but it is also motivating the students to solve the puzzle that is made by the teacher. Based on the observation, the writer sees that the implementation of crossword puzzle game done by the English teacher in teaching listening descriptive text, this game not only about writes the correct answer in the worksheet, but there are a lot of activities must be followed by the students in this game. It shows that Crossword puzzle games makes the teaching learning process become attractive.

The first activity that should be followed by students during the English teacher applies crossword puzzle game in teaching listening in the first grade students of Madrasah Tsanawiyah Al-Hikmah Mojokerto is the students inured to listen the audio clearly (see appendix 5). Crossword puzzle game is a grid of black and white squares that placed in the grid from left to right or from top to the bottom. Usually the clue of this game is written after the squares, but in this case, the English teacher uses the description audio as the clue. It means that the students should listen the audio clearly to get the clue and, they write the correct answer in the white squares.

The next activity is group discussion (see appendix 5). Each member may lose some points of the descriptive audio during the listening process. In the discussion group, every member reveals the important points that students get during the listening process to discuss with the other member and they choose the correct answer. The last activity is class discussion (see appendix 5). Each group gets discussion with the other group and give their opinion to keep the answer that they believe it is the correct. It shows that crossword puzzle game is followed by some activities that can increase the student's collaboration group.

Wharton (1995: 48) also explains that crossword puzzle game also can motivate the students. In the observation checklist, the writer does not find any student who talks with their friend while the teacher explains about the materials. There are no students who do not pay attention, seeing out of the class, doze, do not care, get daydream, bored and complain with the teacher's explanation during the class observation (see appendix 6). It shows that students are motivated to learn more and they enjoy during following this game. It is suitable with the teacher's opinion in the interview process (see appendix 7). The English teacher says that applying crossword puzzle game in teaching learning class of Madrasah Tsanawiyah Al Hikmah Mojokerto helps teaching listening process very much. The English teacher explains that listening would not be attractive if it just guesses what animal that is described without crossword square. Students can fill the task uncontrolled; moreover, by using crossword puzzle games, students should listen the audio carefully, and they guess what animal that is described. Furthermore, they should be adapted the correct answer that they find with the available squares (see appendix 7).

The result of the analysis views from the observation checklist, field notes, and interview, the writer find that the English teacher has no problem in the controlling classroom. Based on fields notes, the writer also concludes that during the teaching and learning listening descriptive process by using crossword puzzle game, the teacher does not find any problem to implement the game (see appendix 5). In interview process, the teacher also explains about it (see appendix 7). There are some factors influenced the succeed of the implementation of crossword puzzle game in teaching listening descriptive in Madrasah Tsanawiyah Al-Hikmah Mojokerto. The first factor is the perfect preparation done by the teacher for the teaching process that make the students enjoy during learning process. The second factor is the seventh grade students of Madrasah Tsanawiyah Al-Hikmah is the small class that consists of 11 students makes the teacher is easy to control the class.

The result of the analysis of the implementation of crossword puzzle game in teaching listening descriptive viewed from the lesson plan that arranged by the teacher shows the capability between the lesson plan and the action. Based on the result of the observation, it can be concluded that the students are able to understand and respond the text that the students heard agree with the teacher want. However, teacher actually has forgotten one-step that is praying before starting the teaching process.

4.2 The Student's Responses toward the Use of Crossword Puzzle Game in Teaching Listening Descriptive

This section focuses on the student's response in the implementation of crossword puzzle game in teaching listening descriptive. The subject of this research is the first grade students of Madrasah Tsanawiyah Al Hikmah Mojokerto that consist of 11 student's attendance. How the response of the students who follow the lesson of learning listening descriptive can be known after the process of the teaching and learning process. The writer uses questionnaires consists of seventeen questions to detect the student's responses after following the implementation of crossword puzzle game in teaching listening descriptive (see appendix 6). The questionnaires are described and reflected by the percentage. It come from the result of the accounting of the responses one by one of the question (see appendix 7).

In the first question, the writer asks, "What is your opinion about English study." Then, from the result of the questionnaires, the writer found that 100% of the student's response likes studying English. It can be concluded that all of students in this class like learning English. English as foreign language is become hard to be studied because students think that it is hard to understand the meaning of this second language. However, when the English packages it in creative and fun learning, it could be enjoyable and interesting for the students. A good teacher also can influence the student.

The second question is, "What is your opinion about your English teacher." The responses is 36% students say that their English teacher is an agreeable teacher, 36% other students say that their teacher is a good person.

Furthermore, 18% thinks their teacher is an ordinary person and 9% of them say their English teacher is an unpleasant teacher. Considering that the writer concludes largely student says that their English teacher is an agreeable and good teacher. It shows that there is a good interaction between the students and the teacher, so the students feel comfortable with their teacher.

The third question is, "How the English teacher explain the material in teaching learning process." There are 9% students say that their English teacher explains the material clearly. Then, 64% of them state that the English teacher explains the material that is easy to be understood, 18% students say that their English teacher explains the material less clear and 9% of them says her explanation is hard to be understood. Based on the percentage, it can be concluded that largely the students like with how is the teacher explains the materials.

The next question is, "What do you do if you do not understand with the teacher's explanation." Responses are 18% students choose to ask their friend, 18% answer only that they can answered, 55% of them choose to search in the dictionary, and 9% students choose to copy from their friend's answer. It can be concluded that students prefer to select to search in dictionary than the other option. It is happen because some students think that dictionary is more accurate than their friends answer.

The fifth question is "Do the teacher always use game in teaching learning process." Students answer 36% the teacher never do, 18% teacher often do and 45% says rarely do. Based on the percentage, it can be concluded that student's response about the fifth question is, the teacher rarely use game in the

teaching and learning process. In this case, the teacher has many teaching methods and sometime she uses game to facilitate the students learning process.

The next question is, “what is your opinion about learning using game.” the responses are 45% students feel interesting and 55% of the feel enjoy. Those percentages proves that students actually like learning by using game. Learning by using game can the teaching learning process becomes attractive.

The seventh question is “What is your opinion about descriptive text in English study.” The responses are 27% students say that descriptive text is easy to be learnt, 27% answer descriptive text is an ordinary lesson, and 55% choose that descriptive is hard to be learnt. It can be concluded that largely students feel hard to learn descriptive. It is happen because it is the first time for the first grade students of junior high school learn about descriptive text.

The eight question is, “Do you find any trouble in learning verbal descriptive.” Percentage of the responses are 27% students find many trouble, 36% find some trouble, 18% find a little trouble and 18% find no trouble. Moreover, to focus for the students answer, the writer also asks “what kinds of trouble that you find in learning about listening.” Response of the students is 100% they do not know about the meaning. Do not understand about the meaning is the common reason that found the students who study about second language. In this case, the students needs is more listening activities.

The next question is, “What is your opinion about teacher who use crossword puzzle game in teaching listening descriptive.” The responses are 64% students enjoy with that, 18% of them choose to common with that, 9% students insufficiently enjoy and 9% says unattractive with that. It can be concluded that

largely students feel enjoy with the game. It shows that crossword puzzle game is the appropriate game that is used for teaching listening. It makes student enjoy follows the learning process.

The next question is, “Do you understand with the teacher explanation about listening descriptive by using crossword puzzle game.” the Responses are 55% students say understand, 27% say usually understand, 9% say rarely understand and 9% do not understand. It can be concluded that a more than half of the students understand with the teacher’s explanation but some students’ say usually understand, rarely understand, and do not understand. It happens because the students less some teacher’s explanation or do not understand with the teacher’s explanation meaning. Therefore, teacher should explain more about the topic until the students understand with the explanation.

The eleventh question is, “Do you find any trouble during learning descriptive using crossword puzzle game.” Percentage of the responses are 18% students find many trouble, 45% of them find some trouble, 18% find a little trouble and 18% find no trouble. Moreover, to focus the students answer the writer also asks “what kinds of trouble that you find during learning descriptive using crossword puzzle game.” Response of the students is 18% they say that unclearly the audio voice, 64% they do not understand about the meaning and 18%, they do not know what the author says. Teacher has checked that the speaker is in good condition. Teacher also selects the audio that suitable with the student’s ability. It happened because the students’ needs is more listening activities to increase their listening ability.

The next question is, "Do you get an advantage in learning listening descriptive by using crossword puzzle game." Percentage of the responses are 36% students get many advantage, 36% they get some advantages, 18% of them get little advantage and 9% get nothing advantage. It can be concluded that largely students get some advantages by following this game.

The, the next question is "have you ever follow the learning activity that using crossword puzzle game." Response of the students is 100% never followed that. It is classified that crossword puzzle game is new activity for the students because they are never get the game in other occasional learning.

Next question is, "Do the crossword puzzle game give motivation to you in studying English." The responses are 73% students say it is extremely motivated and 27% rested says in common. It explains that largely students feel that using of crossword puzzle game extremely motivated students to learn English more and more. It happened because they feel enjoyable during the learning process.

The last question is, "Does crossword puzzle game needs for students in learning about listening descriptive." The responses are 55% says extremely students need this game, 9% students need, 27% rarely students need that and 9% say do not need that. It can be concluded that largely students need crossword puzzle game in learning listening descriptive. It happened because they feel enjoy with this game. Students also get many advantages during study about listening descriptive by using crossword puzzle.

Based on the percentage of the student's response above, it can be concluded that the students actually like learning English as the second language.

It happened when teacher uses game or different activity that interested to do because it can make them easily understand about the study. Therefore, when the teacher is implementing crossword puzzle game as the supporting activity in the class, it makes the students interested to do and can add their motivation to study more.