

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents the data analysis that was collected during the research process. First, focused on the materials are used in teaching vocabulary of regular and irregular verb using newspaper crazies game. The second analysis the researcher focused the process in the classroom when the teacher implementing newspaper crazies game in teaching vocabulary of regular and irregular verb. Then, the third the researcher analyze the students response toward the use of Newspaper Crazies Game in teaching vocabulary of regular and irregular verb.

4.1 The Material in Teaching Vocabulary of Regular and Irregular Verb

In this section, the researcher describe and reflect the materials are used in teaching vocabulary of regular and irregular verb using newspaper crazies game. This research has shown that teaching materials is very important thing to successes the process of teaching learning process. Also, attracted the student attention in the process of teaching and learning.

The materials for teaching learning were prepared by the teacher. From the direct observation, the teacher used a piece of newspaper from Bali Buzz. The article entitled “Spirit to Serve : Solemen and The Stones Hotel Take Raising Awareness to a New Level” edition March 12, 2015 (see appendix 3). The article included of information about a cultural event section. The article written by Desy Nurhayati. This article tell about conference an outstanding educationally creative

“funday” for children from disadvantages families together with yayasan Solemen Indonesia. The teacher used this newspaper, because chances are the theme is interest and the language easy to understand especially for eight grade students.

Furthermore, the researcher conducted research by using printed media used in teaching vocabulary of regular and irregular verb that packed up in game. It is appropriate with the theory written by Holden and Westfall (2008) in chapter II. Holden and Westfall state that printed media is learning method can be used in any time and any place learning especially when the infrastructure does not sufficient to deliver the lesson. In this research, teacher used the newspaper as teaching material because the facility in the school of SMP Mojopahit 1 Jetis does not sufficient for interacted learning added with the school starting in the afternoon. It makes the students get easy bored and sleepy when the teacher does not make the teaching and learning process interesting to following for the students. By using newspaper teacher can applied the material in any situation teaching and learning.

Holden and Westfall adds that print media is useful for informational or motivational purposes. In this case, teacher chose the article from the Bali Buzz newspaper because the newspaper gives an informational about cultural events that take place in Bali as one of famously island in Indonesia. Besides that the content of the article can give a motivation for the students. Desi state that how to sharing with children from disadvantages families by doing some exercise with the children to build their self-confidence and playing together with their parents also another children with from the same condition. This event also conducted to helps the parents of the children to realize when they are not alone, to share issues

and talk to other parents. Hence this article can build spirit of socialism to help as the same human being.

Teacher arranged the lesson plan based from the syllabus study. Moreover, the newspaper used by the teacher in during of the process teaching and learning is a good source to support teacher in arrange their lesson plan. The newspaper is a form relevant text that can be used as source and material for teaching when the students getting problem in identification vocabulary of regular and irregular verb as language element that arrange the text of narrative or recount text as the main study in the syllabus study (see appendix 1). Narrative and recount text in orderly form structure simple past tense, then past tense actually can not be separated from verb 2 or regular and irregular verb. Because of that teacher choose newspaper as supporting materials to recognizing regular and irregular verb by newspaper crazies game.

The use of newspaper as teaching media accordance with the theory written by Vila de la cruz in chapter II (1998) from Global Bussines Language Journal, mention that newspaper can used as teaching material that provides new ways for the teaching English as foreign languages. During the research, teacher applied newspaper as teaching material as new trick to extract students attention. Then, the result of the research is the students can understand the material they can practice in the classroom. Newspaper crazies game in teaching vocabulary of regular and irregular verb appropriate with theory proposed by Kenneth Beare. In Beare's blog does not give specific explanation about the materials in newspaper crazies game. Beare more stressed when the game used newspaper as a media.

In this research teacher utilize the newspaper as material for game then the game played by a group. So, all of the students worked in groups to find the vocabulary of regular and irregular verb. Therefore, teacher chose the easy and small items of newspaper would help the students in developing skills the vocabulary of regular and irregular verb. It can be seen during the process in the classroom. The students can finish the game on time. Although, a little of the students needs more time to finished the game and the assessment. It is classified when the newspaper crazies game for teaching English of regular and irregular verb only need a piece of newspaper with an interested topic to catch the student's attention learnt vocabulary of regular and irregular verb by easy and enjoy learning.

4.2 The Implementation of Newspaper Crazies Game in Teaching Vocabulary of Regular and Irregular Verb

In this section, the researcher focuses on describing the implementation of newspaper crazies game in the teaching vocabulary of regular and irregular verb. During the observation the researcher use observation checklist and field notes to propped the observation. From the observation checklist and field notes, the researcher would be describing the process.

The process of Pre-activity began with the teacher arrives in the classroom. Then, the teacher opened the class with asked “assalamuallaikumwr.wb” the next teacher gives greeting (see appendix 4) to all of the students. The teacher continuing checked student attendance to know who are absent at the time. Teacher did not check the student one by one but he just

asked to the student “who is absent today?” (see appendix 4). Eventually, there are 2 students who are absent at the time because of pain, actually before checked the students attendance teacher suppose to asked to the student to pray together. It is listed in lesson plan (see appendix 2).

Starting the Main-activity process, teacher tells the students about the topic as the main-activity talked about regular and irregular verb (see appendix). Teacher gives an explanation clearly about the topic before gives the student task. After that teacher say that he will make a group conclude 4 students. The aims of form groups were conducted game and discussion. Furthermore, teacher gives a piece of newspaper each group. Teacher asked to the students to find a regular and irregular verb in the newspaper by circled the words (regular and irregular verb) that students find as much as possible. Teacher limited the students only have 15 minutes to finished the game (see appendix 4) purposed time organized. Unforgotten, teacher asked the student when they understand. Then, perceived all of the students understand teacher ask to started to play the game.

During the game on going, teacher was taking around each groups to check the process and the result of the game. Teacher checked the student's ability in found the words (regular and irregular verb). Teacher finds that some students get in trouble they did not find the words (regular and irregular verb), automatically teacher give more explanation patiently the definition of regular and irregular verb. Fiveteen minutes was over, teacher asked to stop the game, but some groups yet finished the game, consequently teacher gives extra times 5 minutes to finished (see appendix 4). After that each group able discuss the result, then should write down the words (regular and irregular verb) that they find in a

piece of paper, also they should be separated the words into two form that is regular verb and irregular verb.

Teacher patiently waited the groups that yet done with the discussion. When all of the groups done, teacher taking around to collected the result of the students discussion. Next, teacher required the student to present their result from the game and groups discussion. Teacher called one by one delegation of each group come to in front of class presenting the result of the discussion of finding the vocabulary of regular and irregular in a piece of newspaper by using newspaper crazies game method (see appendix). After all of the groups presentation teacher gives correction and estimation about their works in the game and the discussion. There was some fault in irregular verb that student find but for regular verb almost that student find is correct.

The last process is Post-activity, teaching vocabulary of regular and irregular using newspaper crazies game was done well. All of the students participate very well. The implementation on time finished. At the last time, before teacher closed the meeting, he reflected the topic of regular and irregular to the students. Teacher asked the students what they know about regular verb and irregular verb. Students definitely answered very well (see appendix 4). Teacher also asked to students to make an example of sentence that used regular and irregular verb.

The result, student at least can answer although yet perfectly. Finally, teacher were closing the meeting and saying good bye. Considering the implementation of newspaper crazies game in teaching vocabulary english of regular and irregular verb with the theory that Beare (undated) in about education

blog, there are differences in the process of the implementation. In Beare outline the game played by individual students and the times that give to find the regular and irregular verb only 5 minutes. Although, the implementation that teacher do in the class is the game played by groups and the times more than the Beare gives that is more than minutes. The similarities are the materials are used is newspaper and the vocabulary that should find is regular and irregular verb.

By using newspaper as teaching media, it would help the students to understand with their study. During the process of observation teacher combining newspaper with game implemented in the class. It is suitable with the theory composed by Sugar (2002) in chapter II. Sugar states that games are capable ways for the teacher to convey the material for learning and can support teachers to maximize each students learning ability (2002:4). Therefore, teacher implementing game in teaching vocabulary of regular and irregular verb called newspaper crazies game to convey newspaper as material and supporting teacher in teaching learning process especially maximize student ability in mastery vocabulary of regular and irregular verb.

Furthermore, during the students presentation from the first group, students list they are find regular verb : *hosted, disadvantageded, excited, provided, delivered, presented, finished, played, faced, attended, continued, discussed, sustained, created, establised, blessed, stroked, oriented, based, needed*. Then, irregular verb students only find 4 words. There are *brought, throughout, won and children*, actually only 3 words that correctly. The second group find regular verb : *attended, hosted, disadvantageded, excited, themed, allocated, played, prepared, enjoyed, finished, isolated, sustained, loved, discussed, created, needed, based,*

stroked, stated, demanded, blessed, experienced, provided. The irregular they are find: *brought, given, caught, saw and rang.*

The third group find the regular verb : *isolated, enjoyed, played, prepared, themed, finished, deserved, sustained, demanded, stroked, established, blessed, loved, disadvantageded, commented, oriented, excited, delivered, experienced, disadvantageded, blessed, attended, provided.* In irregular verb they have already answer many word but only 2 words correctly (*taken and brought*).

The fourth group find a regular verb : *stated, attended, played, prepared, finished, establised, needed, oriented, provided, disadvantageded, sustained, continued, created, commented, delivered, blessed.* Then, irregular verb they only find *brought and throughout.* The last group find a regular verb : *played, hosted, worked, borrowed, wanted, studied, prepared, finished, faced, stroked, provided, cooked, arrengeed, disadvantageded, commented, attended, blessed.* Irregular verb they are find : *bought, caught, took, spoke, saw, taken.*

No.	Group	Totally words found		Total	Score	Point
		Regular	Irregular			
1.	Group 1	20	3	23	92	0
2.	Group 2	23	5	28	100	6
3.	Group 3	23	2	25	100	0
4.	Group 4	16	2	18	72	0
5.	Group 5	17	6	21	84	0
Average		19	3	23	89,6	

Table 4.2.1 Tabulation of students' regular and irregular verb found.

Tabulation above accounting based on the scoring tehniqe in the lesson plan that teacher given to facilitating scoring the students (see appendix 2). Furthermore, based from the students presentation and table 4.2.1 above it can be conclude the average of the student's words found. Then, the result are for regular

verb average students can found 19 words from 30 regular verb are available in the newspaper. Next, for irregular verbs average students can found 3 words from 10 irregular verbs are available in the newspaper. So, averagely the words found totally of the students is 23 words both of regular and irregular verb.

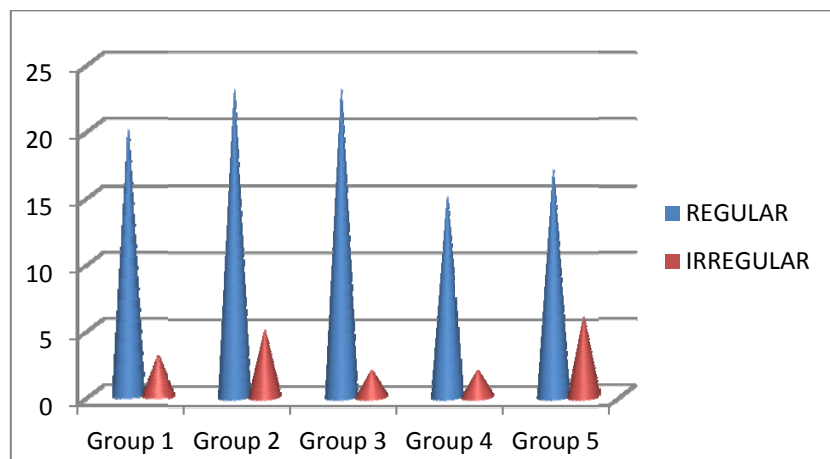


Chart 4.2.1 Regular and irregular verb students' found.

Moreover, the teacher says that when the students able to found and identify the regular and irregular verb in the piece of newspaper by using newspaper crazies game properly. It is strengthened with average score gotten by the students (see table 4.2.1). Although this research do not account the efectiveness but the students score actually can supporting the data analysis in implemanting the use of newspaper crazies game in teaching vocabulary of regular and irregular verb.

Next point, the result analysis views from obsevation checklist and field notes, the researcher find that the teacher have problem in classroom control. During the teaching and learning process there are 3 students talk each other less attention in teacher explanation (see appendix 5). Then, 3 students looks bored a moment waiting the other students finished the assessment. Therefore, teacher should pay attention all of the students without exception wherever they done with

the assessment. But teacher also done with good implementation proven by the students responses in the classroom. They are look so interested with the newspaper crazies game in teaching vocabulary of regular and irregular verb.

The result of analysis the implementation of newspaper crazies game in teaching vocabulary of regular and irregular verb views from the lesson plan that teacher arrange before the implementation shown compability in between lesson plan and action. But, teacher actually forgotten one step that was praying before starting the teaching process.

4.3 The Student's Responses Toward The Use of Newspaper Crazies game in Teaching Vocabulary of Regular ans Irregular Verb

This section focused in students response as the subject in the implementation is 8th grade students of SMP Mojopahit 1 Jetis totally 17 students attendance. How the responses of the students followed the lesson of learning vocabulary of regular and irregular verb in can be known after the process of the teaching and learning process. The researcher use questionnaires consists of 12 questions to detected the students responses after followed the implementation of newspaper crazies game in teaching vocabulary of regular and irregular verb (see appendix 6). The questionnaires discribes and reflected by percentage come from the result of the accounting the responses one by one of the question (see appendix 7).

In the first quesiton, the researcher ask "Do the students like learn English". Then, from the result of the questionnaires the researcher find that 53% of the students response like and 41% students response enjoyable. Rested 6%

response less enjoyable. It can be concluded, largely students like with learnt English. English as foreign language rarely can be fearly study because students thing that dont know the meaning and can speak the language. But when the English packaged in creative and fun learning, it could be enjoyable and interesting for the students learn English as like this research. Used game for teaching English.

Next question, “What the teacher always give media and interesting activity in process teaching and learning”. The responses are 35% students say the teacher ever gives that, 0% students say never get media and interesting activity from the teacher. Furthermore, 56% thinks they often get media and interesting activity and 6% say rarely get that. Considering that teacher actually rarely gives the students media and interesting activity in process teaching and learning. Students needs an interesting activity and media to facilitate they are in understanding the study.

Next question, “Whether the teacher once used game in teaching learning process”. Students answer 53% when the teacher do that. Then, 12% felt that it rarely do the teacher, 6% felt once get that from the teacher and 29% says never get that. Based on the percentage concluded that students response when the teacher once used game in teaching and learning process. In this case, proven when the students actually likes learn by game and the teacher faciliated the students needs.

Moreover, the question number fourth is “What do you do while you don't understand that explained by the teacher”. Responses are 41% students choose to ask their friend, 12% answer only that they can answered, 41% choose to search

in the dictionary and 6% students choose to copy from their friend. It can be concluded that students selected to ask their friend and search in dictionary. It happen, because some students more believe with their friends and also they can search the problem in dictionaries that they prove the accurately.

The fifth question, “How about when learn by using game interested and enjoyable”. Responses are 100% fell enjoyable, it is proven when students actually likely learnt by using game. Learning by using game can build the student ability and confidently in facing learning English as foreign language.

Next question, “Do you understand when the topic explained clearly by the teacher while used game”. The results are 70% understand with that, 6% does not understand, 18% students feel in usual, and 6% rarely understand with that. Concluded that students excesses understand with the topic learnt when teacher used game in explained. When teacher using game in teaching, students actually can focusing in teacher explanation because student interacting with the role of the game that never played previously.

The seventh question, “What is your opinion about newspaper crazies game”. Percentage of the responses are 76% interested with the game, 12% feel increasing solidarity among friends and 12% fell in trouble in understand with the explanation. Concluded that newspaper crazies game actually interested and beneficial for students solidarity in each friends in the classroom. So, the students ability addition also enjoyable with the study. However, extant students do not understand with the explanation. So, the teacher task to make all of the students can understand with the study.

The, the eight question is “Do you have once followed learning activity that using newspaper crazies game”. Response of the students is 100% never followed that. It is classified when newspaper crazies game is new activity for the students because they are never get the game in other occational learning.

The ninth question, “What the beneficial that you get after follow in learning activity by using newspaper crazies game”. Students responses are 53% says increasing knowledge, 12% says increasing solidarity, 23% supporting identify the right vocabulary and 12% add the list of vocabulary. Concluded that newspaper crazies game are beneficial for students to increasing their knowledge in learning English. Proven by the students response, they are feel their ability of English increasingly after followed the game in the process of teaching and learning in the classroom.

Next question, “Do the newspaper Crazies Game gives motivated to you in study English”. The responses are 29% students say it is motivated and 71% rested says extremely motivated. It is explained when the use of newspaper crazies game extremely motivated students to learnt English more and more. Happened because they feel enjoyable in learning and after read the text of the newspaper they are also learn something about the text.

The next question, “Do you understand teacher explanation about newspaper crazies game”. Responses are 53% says understand, 12% says extremely understand and 35% says do not understand. Concludes that a more than half of the students understand with the explanation but a third students do not understand possibility teacher do fault at the time explanation. It happen because the teacher less explanation in explain the role of the game and the

definition of regular and irregular verb. So, teacher should do more to explain the topic until the students understand with the explanation.

The last question, “How is your opinion about teacher which teach using Newspaper Crazy Game”. The responses are 71% enjoyable with that, 6% common with that and 23% says less interested with that. Concluded is three quarter enjoy it however a quarter students less interested when the teacher use newspaper crazy game in teaching learning process. The students less interested because of students less understand with the explanation. When they understand with the explanation, it could be they are enjoyable with the game. In the implementation teacher only gives short explanation about regular and irregular verb. And some of the students still confused in the role of the game going on.

Based on the percentage of the students response above, it can be concluded that the students actually like learning English as foreign language and when teacher uses game or different activity that interested to do because it can make them easily understand about the study. So, when the teacher is implementing newspaper crazy game as the supporting activity in the class it makes the students interested to do and it can add their knowledge.