CHAPTER IV

RESULT AND DISCUSSIONS

This chapter, the researcher presents and analyzes the data collected during the study. It contains an explanation of the data analyst. Data was the result of observations in the learning process in getting by the researcher. The explanation answers the research questions which have been stated previously in Chapter 1, those are: 1) How is the technique of the using jeopardy game in teaching reading narrative text Eighth grade in junior high school at MTs Al-Hikmah Sidorejo Mojokerto? And 2) How do the students response toward use jeopardy game in teaching reading narrative text Eighth grade in junior high school at MTs Al-Hikmah Sidorejo Mojokerto? After that, all of results are discussed descriptively.

4.1 The Technique in Teaching Reading Narrative Text by Using Jeopardy Game

In this section, the researcher describes the material that is used in teaching reading narrative text by using Jeopardy game. This research has shown that teaching materials are very important thing to success the process of teaching learning process. It can, attract the student attention in the process of teaching and learning.

The material was prepared by the teacher for teaching learning process. The first, the teacher used a narrative text. The text entitled "Sura and Baya" (see appendix 3). The text included generic structure and the significant language

feature of narrative text. The teacher used this text because the content of the text is easy to be understood by the eighth grade students.

Furthermore, the teacher used jeopardy game in teaching reading narrative text because the students of MTs. AL Hikmah Sidorejo Mojokerto did not have spirit to study after reading learning process, it started with the last period of teaching learning process, it make the students get easy bored and sleepy when the teacher did not make the teaching and learning process more interesting to make the students enjoyable. By using jeopardy game, the students are more interested and more interacted for having learning process.

Friedman states that Jeopardy Game is an exciting interactive game brings the sights and sounds of the TV show Jeopardy. But the teacher changed this media into a paper, because the school did not have LCD. The Jeopardy Game only focused on the value given, it had four aspects, they were grammar, vocabulary, reading comprehension, and inference, each the aspects had different question and value, it was 10 to 40 value. The value of 10 to 40 had a category of question, 10 to 20, it was categorized of easy question. 30, it was categorized medium question. 40, it was categorized difficult question.

The use of Jeopardy Game was new ways for the teaching Reading Narrative Text. During the research, the teacher applied jeopardy game as a new trick to extract students attention. Then, the result of the research is the students can understand the topic. In this research, the teacher utilized the jeopardy game as a media for improving the students reading skill in a group. So, all the students worked in groups to answer the question given for getting the high score in jeopardy game. Therefore, the teacher made the question from the easy question

to the difficult question of each aspect. It would make the students more interactive and enthusiastic to answer the question by reading the text given more and more.

4.1.1 The Implementation of Jeopardy Game in Teaching Reading Narrative Text

In this section, the researcher describes the implementation of Jeopardy Game in teaching Reading Narrative Text. During the observation, the researcher uses the observation checklist and field notes, it is used to describe the teaching learning process.

The first process of Pre-activity began when the teacher enters the classroom. Then, the teacher opened the class by saying "assalamuallaikumwr.wb". Next, the teacher gave greeting (see appendix 4) to all of the students. The teacher asked to the captain of the class to lead the praying. After the students praying, the teacher checked the student attendance to know who was absent at the time. The teacher did not check the student one by one but she just asked to the student "who is absent today?" (see appendix 4). It is listed in lesson plan (see appendix 2).

The second process of Main-activity, the teacher asked the students about the topic that was given in the previous meeting (see appendix 4). All of the students could answer the teacher's questions given about the Narrative Text, it was about the function, generic structure, and significant of language feature of Narrative text. After asking the students, the teacher reviewed the explanation of Narrative text clearly, it made the students more understand about Narrative Text. Next, the teacher gave the students a paper of Narrative Text, it was entitled "Sura

and Baya". All of the students said that they have known about this story, but they have not known it in English language yet. So that, the teacher asked the students to read the narrative text loudly one by one of each sentence. The teacher wanted to know the pronunciation of each students and also wanted to know the improving of students reading skill.

After the teacher gave the value of their reading skill. The teacher divided the students into four groups where one group consisted five students. Here, the Jeopardy Game was used by the teacher, because the teacher knew that the students' reading skill was still less of the maximum value. The teacher explained and gave the instruction of the Jeopardy Game; it was games that rely on the value gotten. The Jeopardy Game had four aspects, they were grammar, vocabulary, reading comprehension, and inference, each the aspects had different question and value, it was 10 to 40 value. The value of 10 to 40 had a category of question, 10 to 20, it was categorized of easy question. 30, it was categorized medium question. 40, it was categorized difficult question (see appendix 3). All the students paid attention to the teacher instruction and they had understood of the teacher explanation.

Next, the teacher stickled the paper on the wall that consisted the value 10 to 40 and every the paper had question in it. The teacher asked the students to have turn (hompimpa), after that, the game began, each group were enthusiastic to choose the value on the wall, and answered the question given, the question was based on the text of Sura and Baya. During the game process, the students reading skill was raised. It was proved from the students read the text more than one time, because they might answer the question for getting value. From looking for the

answering, so that, they need to read more and more. It made their reading skill was improved.

The last process is Post-activity, teaching reading narrative text by using Joepardy game run well. The students enjoyed the learning well. They were enthusiastic to answer the question given. They wanted to have high score. At the last, after the implementation finished, the teacher reflected the topic given to the students, the teacher asked about the function, generic structure, and significant language feature of narrative text. The students answered them very well, they also mentioned the generic structure of Sura and Baya text very well (see appendix 4). Next, the teacher closed the meeting by saying "Hamdallah" together. And gave the students some homework.

The result, by using Joepardy Game as teaching media, it would help the students to improve their reading skill. It also made them more enjoyable during learning process. The students were more active in the class.

4.2.1.
The Total Value Of Jeopardy Game

No	Group	Aspect and Value																Total
		Grammar				Reading				Vocabulary				Inference				
		10	20	30	40	10	20	30	40	10	20	30	40	10	20	30	40	
1	Group 1	√					√					√		√				70
2	Group 2		√			√									√			50
3	Group 3							√			√						√	90
4	Group 4			√					√	√						√		110
Total		60				100				60				100				

The tabulation above accounting based on the technique scoring in the lesson plan that teacher gave to facility the students (see appendix 2).

Furthermore, based on the table 4.2.1, it can be concluded that the value of each aspect was balanced. The total of each group was different, the first group got 70, the second group got 50, the third group got 90, and the fourth group got 110. So that, the winner was fourth group. The table above also showed that aspect of reading and inference got t high score (reading aspect 100) and (inference aspect 100).

4.2 The Students response toward used Jeopardy Game in Teaching Reading Narrative Text

This section focused in students response as the subject in the implementation is 8th grade students of MTs Al-Hikmah Sidorejo Mojokerto 17 students attendance. How the responses of the students followed the lesson of learning reading narrative text in can be known after the process of the teaching and learning process. The researcher use questionnaires consists of 10 questions to detected the students responses after followed the implementation of jeopardy game in teaching reading narrative text (see appendix 5). The questionnaires describes and reflected by percentage come from the result of the accounting the responses one by one of the question (see appendix 6).

In the first question, the researcher asks "Do the students like learn English". Then, from the result of the questionnaires the researcher fined 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 featly study because students thing that don't 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 this game for teaching English.

Second 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, 59% 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.

Third question, "Whether the teacher once used game in teaching learning process". Students answer 53% when the teachers 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 facilitated 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 focus in teacher explanation because student interacting with the role of the game that never played previously.

The seventh question, "What is your opinion about jeopardy 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 jeopardy 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 jeopardy game". Response of the students is 100% never followed that. It is classified when jeopardy game is new activity for the students because they are never get the game in other occasional learning.

The ninth question, "What the beneficial that you get after follow in learning activity by using jeopardy 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 jeopardy 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.

Last question, "Do the jeopardy 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 jeopardy game extremely motivated students to learnt English more and more. Happened because they feel enjoyable in learning and after read the text of the jeopardy game they are also learn something about the text.

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 jeopardy game as the supporting activity in the class it makes the students interested to do and it can add their knowledge.