

CHAPTER IV

FINDINGS AND DISCUSSION

In this chapter, the data was obtained by the researcher during the research which was analyzed by the researcher. The result includes the result of observation and the discussion includes the research questions which are stated in the first chapter. The research questions are how is the implementation of teaching writing of descriptive texts using flash game to the seventh grades of SMP Muhammadiyah 10 Surabaya and how are the students' responses to the teaching writing descriptive text using flash game to the seventh grades of SMP Muhammadiyah 10 Surabaya.

The result of the implementation of teaching writing descriptive text using flash game was based on the data were obtained from the observation checklist, interview the teacher, field note and questionnaire. To answer the first research question, the data was obtained from the observation checklist, field notes, and interview the teacher. These were conducted to obtain the data during research.

The observation checklist consisted of some indicators related to the topic of the lesson, the teacher, the teaching aid, the teacher's teaching technique, the process of teaching learning and the students' response. The field notes was also being part of observation checklist which described the activities during research and interview the teacher consisted of ten questions related to the implementation of flash game in teaching writing descriptive text, the teacher's teaching technique, and the teacher's reason uses flash game as media teaching-learning.

Based on those data, it could be explained how the implementation of using flash game in teaching writing descriptive text. It could be explained why the teacher used flash game as the media in teaching writing descriptive text at seventh grade SMP MUHAMMADIYAH 10.

Meanwhile, to answer the second and the last research question toward the students' responses to the teaching writing descriptive text using flash game to the seventh grades of SMP Muhammadiyah 10 Surabaya. The researcher used questionnaire for the students which consisted of ten questions. By analyzing the students answer, it was expected that the researcher could explore the students' responses toward the implementation of flash game in teaching writing descriptive text. The duration for each observation was 2 x 45 minutes.

4.1. The implementation of Teaching Writing Descriptive Text Using Flash Game to The Seventh Grades of SMP Muhammadiyah 10 Surabaya.

The researcher conducted the observation on 21st of June 2015 and 28th of June 2015. Based on the observation which was conducted by the researcher, Twenty four students were able to describe the object clearly in writing descriptive text by using flash game. It indicated that the enthusiasm of students with learning to write using flash game.

The researcher observed teaching and learning process in the class and analyzed the implementation of teaching writing using flash game which was used by the teacher in order to answer the questions research which is existed in chapter one. The teacher used three activities during teaching process. The first was opening, the teacher begun and gave greeting to the students in the class. The

second was main activity, it was being the teaching-learning process in writing descriptive text by using flash game as medium, and the teacher gave the materials by using flash game as the media and the students answered the questions insert the flash game, the last was closing, it was the time to the teacher review the materials and also to finish the class.

The form of flash game which was used in teaching writing descriptive text of seventh grade SMP Muhammadiyah 10 Surabaya that a flash application which had already been designed specifically by the teacher. It was adapted with the particular topic which was presented in a game. It also needed to a computer or a laptop as the tool to play it. Davies (2006:5) states that flash game is a game utilization of software that is able to be used to engage the students in an instructional process because the game can motivate the students in active learning.

The teacher used flash game as media because it could increase their interest during teaching learning process. Flash game made the students not being perforce in teaching learning process but the students could also learn while gaming. On other hand that the teacher used flash game in teaching writing descriptive text was to make teaching learning process more effective.

The teacher also used the curriculum of 2013. One of them was scientific approach as the method to teach writing descriptive text. The teacher's purpose used scientific approach was to give the students the obvious material which could be thought logically. There were five menus which had been completed as the

material insert flash game. They were material, observing and questioning, exploring, associating, and communicating.

The first menu was material. The teacher only clicked it by using mouse. The material had nine slides which was discussing about describing people. The teacher explained the material based on slides in flash game. The teacher explained the material clearly and identified each vocabularies insert the material. It indicated that the teacher gave his good instructions for guiding the students being participate actively during teaching learning process.

The second menu was observing and questioning. In this section material, there were five slides which were made. In observing section, the students were asked to pay attention to watch the video insert flash game. The video was the real example of describing people then the students was also asked to describe what picture like was. It was as questioning section. The students' condition in this section was quite crowded but their noisy were about the material which had been explained.

The third menu was about exploring. The teacher only gave them the clue insert flash game because the students were asked to answer the questions which were the game type. That was way; it was being the important section which had been designed for the students because they were applied what they had got during being explained by their teacher in the class.

The fourth menu was about associating. The students were asked to describe their class mate and did what the teacher's instructions. It was being the assignment during teaching learning process.

The fifth menu was about communicating. It was being evaluation of teaching learning process in the class toward the material which had been explained. The students were asked to come forward in front of the class in order they did not only describe their class mate but also tell about their class mate clearly.

The material above was adopted from scientific approach as the foundation before making the material inserted into the flash game, the purpose was to make the students being easy to be understood in understanding the implementation of flash game in teaching writing descriptive text. It was compatible with scientific approach as the method because the teacher gave the material obviously which was able to be explained logically. The students were also participate actively during teaching learning process and they could think, analysis, and identify critically until the students could have the question during teaching learning process.

The researcher obtained the hold information toward the implementation of flash game in teaching writing descriptive text by giving the teacher an interview list which consisted into ten questions and it should be answered with the reasons clearly and appropriately (see appendix 4). It was done by the researcher in the end observation after teaching learning process.

Based on the result of an interview the teacher in appendix 4 that the teacher had ever used flash game as media because many gains inside flash game which was taken to help the students who lack motivation. The purpose of using flash game was to make the students participate actively during teaching learning

process and made them not being bored in order to the students was also able to be focus during teaching learning process. As Davies (2006:5) states in chapter two that flash game-based learning is a game that can be as an effective media for engaging students in the process of instructional because the game is able to motivate the students in active learning process.

It could be known from the transcript observation that flash game was able to motivate the students in active learning below:

T: *sekarang pet 1. Look for a long yellow and red snake*

S: *iku pak, kuning*

T: a long yellow and red snake, *yang mana?*

S: *penggere penggere, terus terus ya itu pak*

T: *ya*

S: *betul*

Based on the transcript observation above that flash game could make the students participate actively during teaching learning process because when the teacher was telling the question “look for a long yellow and red snake” in flash game, the students answered the question correctly and simultaneously “S: *iku pak kuning, S: penggere penggere, terus terus ya itu pak* and the teacher answered *ya betul*. It indicated that flash game did not only make the students motivated and participate actively but also make the students being fun while teaching learning process. It could be proofed in transcript observation below:

T: *sekarang cocokan dengan identitas seseorang.*

T: *saya ambil orang yang pertama dulu*

T: oh yes, the phone. He was not a young man. He was an older man, about 50 I think. Let’s see

S: he had brown hair. *Owh ngerti aku. Iku lho pak koco motoan tuwek, brewoken brewoken.*

T: he had brown hair

S: *iki pak (murid-murid maju kedepan dengan sendirinya memilih jawaban)*

T: *salah satu*

S: *ku lho pak koco motoan*

T: *yang pakai kaca mata*

T: *memilih jawaban*

S: *bukan itu pak*

T: *ini ta?*

S: *ya pak*

S: *bukan itu, yang berewoken yang berewoken*

T: *yang cewek apa?*

S: *hahahahaha (ramai dengan pilihanya) tiga pak tiga, ya itu pak tiga*

T: *memilih no 3, dan jawabanya salah*

Based on the transcripts above that indicated the students were very enthusiastic with the material which was by using flash game. The students also had fun with the teaching learning process because when the teacher gave and told about the question in flash game “oh yes, the phone. He was not a young man. He was an older man, about 50 I think”, one of them read the question in flash game quickly and got the clue of the question, then another students also got the clue such as “S: he had brown hair. S: *Owh ngerti aku. Iku lho pak koco motoan tuwek, brewoken brewoken*” then the teacher was going on to read the question in flash game “he had brown hair”. After the teacher read it, they come forward directly and chosen the picture which was same as the clue “S: *iki pak*” until the teacher gave the instruction while the students come forward to choose the answer insert

flash game “T: *salah satu*” but they still appointed with their choice simultaneously.

It was also strengthened by field notes which were being proof (see appendix 4: 70-71) below:

The teachers asked to the student who was called by their teacher to answer the question insert the flash game. The question was “look for a beautiful tropical fish with big fins and a long tail”.

The students were very enthusiastic to answer that question and the answer was the right.

Based on field note above that the students were very enthusiastic with the material which was taught in the class because when the teacher asked one of them to answer the question, most of them were answering orally while appointing to the question insert flash game. It could be concluded that the implementation of flash game in teaching writing descriptive text was being appropriate way to make the students motivated and helped during teaching learning process because they did not only pay attention the teacher’s explanation but also learn while gaming. It was one of way to make them being stay focus and interactive. Moursund states games provide an excellent environment to explore ideas of computational thinking (2006:7). By using flash game, the students could explore their idea easily toward writing descriptive text. It could be proof in transcript observation below:

T: ok, akbar. My aunt is overweight berarti apa? My aunt, my aunt *apa* my aunt?

S: *itu bibiku gemuk* (loudly)

T: *gemuk dan apa*

S: *obesitas*

When the teacher gave the question during teaching learning process, Akbar was answered the question correctly and loudly. It could be explained that learning while gaming also gave the students the stimulation during teaching learning process because flash game was quite designed by the teacher specifically. It meant the flash application which had been adjusted with certain topic which was showed in a game by the teacher. It was being the teacher's reason why the teacher used flash as media in teaching writing descriptive text because it could be motivated and helped the students during teaching learning process. It did not only make them being motivated and helped but also make them being participated actively during teaching learning process.

Besides, the researcher also found the uniqueness during teaching learning process in the class. The first uniqueness was from the teacher. He could explain the material not only from the flash game which had been prepared but also from his experiences, good suggestion, and his joking which had a correlation insert the material. The second uniqueness was from the students. They were being crowded during teaching learning process but their noisy were toward the material. The third uniqueness was also from flash game as media in teaching writing descriptive text. It could help the teacher and the students in teaching learning process. The teacher could be helped in explaining the material until the students were really being understood. The students could also be helped in understanding the material during teaching learning process, although they had been being

crowded during teaching learning process but their noisy was only around the material which was insert flash game. It indicated that they were enthusiastic and participated actively during teaching learning process in the class.

4.2. The students' responses to the teaching writing descriptive text using flash game to the seventh grades of SMP Muhammadiyah 10 Surabaya.

At the end of the second meeting, the students were given questionnaire by the researcher in order to know the students' responses toward the implementation of flash game in teaching writing descriptive text. The result of questionnaire was used to support the data through the observation. In the questionnaire, the students were asked to answer the questions about teaching learning process by using flash game. It could be known that the result and the percentage of the students' responses below:

Table 4.1

The result of students' questionnaire

Number of Questions	Number of Answer			
	A	B	C	D
1	9	14	1	-
2	5	15	3	1
3	13	8	3	-
4	4	17	-	3
5	5	15	3	1
6	7	15	1	1
7	8	13	3	-
8	6	16	2	-
9	9	13	-	2
10	4	15	5	-

Table 4.2

The percentage of students' questionnaire

Number of Questions	Number of Answer			
	A	B	C	D
1	37,5%	58,3%	4,1%	-
2	20,8%	62,5%	12,5%	4,1%
3	54,1%	33,3%	12,5%	-
4	16,6%	70,8%	-	12,5%
5	20,8%	62,5%	12,5%	4,1%
6	29,1%	62,5%	4,1%	4,1%
7	33,3%	54,1%	12,5%	-
8	25%	66,6%	8,3%	-
9	37,5%	54,1%	-	8,3%
10	16,6%	62,5%	20,8%	-

The first question is about the students' responses toward the interest topic which was given by the teacher during teaching learning process. As the result of questionnaire, it could be explained that 37, 5% of students or 9 students chosen A as the answer of their option, 58,3% of or 14 students chosen B in their answer, and 4,1% of or 1 student was being less interest toward the topic which was given by their teacher during learning process. It could be proof that they really interested with the topic because the teacher gave the topic about describing people and explained clearly so that most of students interested with the topic. The teacher explained the material by using flash game in order to minimize the boredom faced and too much talk with each student and made them being motivated and helped during teaching learning process. That is way; they chose a good option in the questionnaire. It indicated that they learned writing descriptive text by using flash game enthusiastically but a few of them was uninterested with the topic which was given by their teacher during teaching learning process. On

other hand the teacher always gave the treatment to them in order to they could be motivated and helped in teaching learning process.

The second question was about the students' responses toward their interest in teaching learning descriptive text by using flash game. It could be explained that 20, 8% or 5 students did interested with teaching learning descriptive text by using flash game, 62,5% or 15 students interested with teaching learning descriptive text by using flash game, 12,5% or 3 students were less interested, and 4,1% or 1 student did not interested with teaching learning descriptive text by using flash game. Meanwhile, there some students who were still confused how to play the flash game but the teacher and other students always helped and tried to make that the student was able to be understandable toward teaching learning descriptive text by using flash game.

The third question was about the students' responses toward the benefit of using flash game in teaching writing descriptive text. 54,1% or 13 students really got the benefit of using flash game in teaching writing descriptive text, 33,3% or 8 students also got the benefit it, and 12,5% or 3 students did not get much benefit of using flash game in teaching writing descriptive text. It could be known that how important using flash game in teaching writing descriptive text because it could be helped the students in their understanding especially in writing descriptive text.

The fourth question was about the students' responses toward the feedback of using flash game in teaching learning descriptive text. Based on the result of questionnaire, it shown that 16, 6% or 4 were quite helped, 70, 8% or 17 students were also helped with the implementation of flash game in teaching writing

descriptive text, and 12, 5% or 3 students were not helped yet with the implementation of flash game in teaching writing descriptive text. It indicated that they could be motivated in teaching learning descriptive text by using flash game. On other hand, the teacher tried to give them who did not got it yet the special treatment as like direct example in order to they could understand toward teaching learning descriptive text by using flash game.

The fifth question was about the students' responses toward the teacher's explanation during teaching writing descriptive text by using flash game. Although it is being clear or not for the students toward the teacher's explanation, it could be known that 20, 8% or 5 chosen A as the answer, 62,5% or 15 students chosen B as the answer, it could be concluded between the answer A and B of the students that the teacher's explanation was quite clear and clear enough, 12,5% or 3 students chosen C, and 4,1% or 1 student chosen D. based on the students' answer between C and D that the teacher's explanation during teaching writing by using flash game was not clear. It indicated that most of students got clearly what the teacher's explained. The use of flash game in teaching writing descriptive text also made them participate actively in teaching learning process.

The sixth question was about the students' responses toward the teacher's method during teaching writing descriptive text by using flash game. The students could accept with the teacher's method which was used during teaching writing descriptive text by using flash game. 29,1% or 7 students were strongly like and 62,5% or students were also like with the teacher's role during teaching learning process, 4,1% or 1 student was less like and 4,1% or student disliked with the teacher's role which was used during teaching learning process but from the result

above that most of students really like with the teacher's method because the teacher used scientific approach as the method during teaching learning process.

The seventh question was about the students' responses toward the important of using flash game in teaching writing descriptive text. 33,3% or 8 students really needed and 54,1% or 13 students needed with flash game in teaching writing descriptive text because it could be helped them during teaching learning process in their understanding the material especially descriptive. 12,5% or 3 students less needed with the implementation of flash game in teaching writing descriptive text. It that had been being good proof that 87, 5% or 21 students gave their good option between A and B, this positive result indicated that they were enthusiasm in teaching writing descriptive text by using flash game. Based on their enthusiastic when the teacher showed the flash game to them, they were very happy and enthusiastic because there were the characteristic insert the flash game and it was not only be able to be played by the teacher but also it could be played by them.

The eighth question was about the students' responses toward the flash game's aid in teaching writing descriptive text. Based on the result of the students' responses above that 25% or 6 students were quite helped, 66,6% or 16 students were helped with the implementation of flash game in teaching writing descriptive text, and 8,3% or 2 students were less helped with the implementation of flash game in teaching writing descriptive text. In multitudes of students for about 91, 6% or 22 students were helped. It indicated that the flash game's aid was very important for the students to reach the aim of teaching writing descriptive text because in the flash game had been completed with the features

which had a connection with the material which was prepared by the teacher and the purpose was to help the students who lack motivation, minimize the boredom faced and made them interesting during teaching learning process in order to the students could understand and master in teaching writing descriptive text.

The ninth question was about the students' responses toward the implementation of using flash game in teaching writing descriptive text which was taught by their teacher. 37,5% or 9 students chosen A as the answer, 54,1% or 13 students chosen B as the answer, and 8,3% or 2 students chosen D as the answer of questionnaire in ninth question. So, 91, 6% or 22 students were as the total between A and B. Most of students gave their good option because flash game made them being active during teaching learning process and a few of them disliked it. The teacher tried to make them understandable with the material which used flash game in order to all of them could understand and master in teaching writing descriptive text by using flash game.

The tenth question was being the last. It was about the students' responses toward their enthusiastic in asking the teacher if they got the difficulties during teaching learning process. Based on the students' responses that 16, 6% or 4 students chosen A as the answer, 62, 5% or 15 students chosen B as the answer, and 20,8% or 5 students chosen C as the answer. It could be proof that most of students were strongly like to ask to the teacher when they got the difficulties during teaching learning process and five of them disliked ask to the teacher when they got the difficulties. It indicated that the students were being active and participated actively during teaching learning process but the teacher always tried and gave a good suggestion to the students who less wanted to ask during teaching

learning process by gave them the opportunity to ask about the material to the teacher.

Based on the result of students' responses above that the questionnaire sheets were distributed to the 24 students of seventh grade and the questions consist of ten questions which were in each question the students had to choose one of them to represent their opinion.

The researcher classified the questions into four possible choices. It was classified into four factors as follows;

The first factor was about the students' opinion about the material, it consisted into four questions. They were interest topic, their interest learning toward using flash game in teaching writing descriptive text, the benefit of using flash game in teaching writing descriptive text, and the feedback of using flash game in teaching learning descriptive text.

The second factor was about the students' opinion about the teacher's role during teaching writing descriptive text by using flash game, it consisted into two questions. They were the teacher's explanation during teaching writing descriptive text by using flash game, and the teacher's method during teaching writing descriptive text by using flash game.

The third factor was about the students' opinion about the flash game, it consisted into three questions. They were the important of using flash game in teaching writing descriptive text, the flash game's aid in teaching writing descriptive text, and the implementation of using flash game in teaching writing descriptive text which was taught by their teacher.

The fourth factor was about the students' opinion about general evaluation, it consisted into one question. It was toward their enthusiastic in asking the teacher if they got the difficulties during teaching learning process.

The students' responses about the material writing descriptive text by using flash game. It could be explained about the students' responses toward the material writing descriptive text by using flash game that they were very enthusiastic with the topic which was given by the teacher during teaching learning process because it had a good result for their options which could be proof that they were very interesting. They were also being motivated and helped with using flash game in teaching writing descriptive text.

The students' responses about the teacher's role during teaching learning process by using flash game. The teacher used the scientific approach as the method in teaching writing descriptive text by using flash game. Most of students were strongly like and interest with the teacher's explanation because the teacher explained the material clearly and also gave the instruction during teaching learning process in order to the students were able to stimulate their enthusiasm.

The students' responses about flash game in teaching writing descriptive text by using flash game. Most of students gave their good option toward the implementation of flash game in teaching writing descriptive text. They were quite interested with flash game as media in teaching writing descriptive text because they did not only make flash game as media in teaching writing descriptive text but also it could be played by each students during teaching learning process. Flash game was also important to support them to reach their

achievement in writing descriptive text. It was really needed by the students because flash game was also helped them in writing descriptive text comprehension and made them participate actively during teaching learning process.

The students' responses about the general evaluation during teaching writing descriptive text by using flash game. Most of students were very happy with the use of flash game in teaching writing descriptive text because it could also make the students express their idea easily into writing. The students did not only express their idea easily but also make them being active during teaching learning process.

In the result of the students' responses, most of students were quite interested with the use of flash game in teaching writing descriptive text. It could be known from 24 students on seventh grade gave their good option toward the use of flash game in teaching writing descriptive text. The use of flash game during teaching learning process did not only motivate them but also helped them to reach their writing achievement.

The goal of using flash game in teaching writing was to make the students enjoyable and enable them to write descriptive because they had already known about the subject in the flash game. The students could also identify the subject what they had known as well as possible based on their background knowledge about the subject in the flash game.

The flash game was appropriate media which was used in teaching writing descriptive text especially for junior high school because writing is one of difficult

activity which has many components that is has to be well mastered by the students. Using flash game could make the students participate actively and got progressed to express their idea into written forms during their teacher implemented flash game as media. It could be concluded that the use of flash game was very helpful for seventh grade of SMP Muhammadiyah 10 Surabaya to stimulate their idea motivation and helped them in writing descriptive text.