

CHAPTER IV

FINDINGS AND DISCUSSIONS

A. Findings

This chapter presents the study findings and discussions in the use of crossword puzzle to improve students' mastery in subject-verb agreement. As stated in chapter III, there were three kinds of data collecting that used in doing this study, such as observation, test, and documentary which were used for collecting qualitative data. The observation was conducted on 24th October 2016 until 26th October 2016. The test was conducted on 26th October 2016, and documentary was conducted on 07th November 2016 & 03th December 2016. The writer performed the research in October to December 2016. The process of research can be seen on the table below:

Table 4.1. The writer's research activities

| Date | Activity of Research |
|--|----------------------|
| 24 th – 26 th October 2016 | Observation |
| 26 th October 2016 | Test |
| 07 th November & 03 December 2016 | Documentary |

On this chapter, it explains the finding based on the data the writer found in the field (come directly to the school). The first finding was about observation and it was done 2 (second) times observation in the class VII at MTs Al-Islamiyah SMIP 1946 Banjarmasin, while the English teacher in the classroom.

There are two statements problems in this research that have to be answered in this research. The first problem is about how does the teacher uses

the crossword puzzles to improve students' mastery in subject verb agreement of the seventh grade students at MTs Al-Islamiyah SMIP 1946 Banjarmasin. The second, how is the students' mastery in subject-verb agreement. The writer describes about the result of this research on the field that collected by technique of data collection, they are observation, test, and documentary.

Based on the research finished by the writer during two months in Banjarmasin, here are the real results about the use of crossword puzzle to improve students' mastery in subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin, and all of the data that was analyzed by the writer.

The writer observed about teacher clarity in teaching and management of class in class VII. This activity take place from early to the last lesson while the process of teaching about subject-verb agreement by using games crossword puzzle.

1. The Activities of the Teacher in using Crossword Puzzle Game to Improve Students' Mastery Subject-Verb Agreement at the Seventh Grade Students of MTs Al-Islamiyah SMIP 1946 Banjarmasin

This sub chapter presents the data that have been collected on the research. The presentation cover primary data about the use of crossword puzzle to improve students' mastery in subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin. To increase the subject-verb agreement someone needs method. One of them is a game. Since many importance of games in learning English subject-verb agreement especially as

the writer explains in chapter two, learning subject-verb agreement through games is one effective and interesting way that can be applied in any classroom. It will be useful for the students because by using games especially crossword puzzle, the students are easy to differentiate which subject-verb agreement used singular verbs, and which ones used plural verbs.

To know the use of crossword puzzle in teaching subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946, the writer observed the teacher and students. Time allocation for teaching subject-verb agreement is 2 x 40 minutes, whereas the numbers of students are 28 persons.

The teacher uses games crossword puzzle in teaching and learning English subject-verb agreement to make students interested. When the writer observed, the writer saw the teacher told to the students about his material by using crossword puzzle. The teacher knows his student very like game, so the teacher uses a game crossword puzzle in teaching and learning English subject-verb agreement.

Based on statement above the writer wants to know about how is the use of crossword puzzle by the teacher in teaching English subject-verb agreement to the student from the process of teaching and learning has done by the teacher. The writer saw the teacher in teaching and learning process that is, the teacher told the students about the topic of the lesson. The topic of the lesson is subject verb agreement by using crossword puzzle. The teacher asked to the students whether the students know crossword puzzle. Then, the teacher explained to the students that crossword puzzle is TTS (Teka Teki Silang) and how to do that.

The teacher explained the ways to use crossword puzzle in mastery subject verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin. There are the ways that teacher used in using crossword puzzle to improve students' mastery subject-verb agreement; first, the teacher give the students paper work sheet, second, the teacher give the students crossword puzzle sheet, and third, the teacher give the students direction or clue to do the subject-verb agreement test by using crossword puzzle.

The detail of teaching and learning activity in subject-verb agreement which the teacher has done, it can be seen of the teaching and learning process at the seventh grade student of MTs Al-Islamiyah SMIP 1946 Banjarmasin as follow:

Table 4.2. Teaching and Learning Activity of English Subject-Verb Agreement on 1st Meeting

| No | Teaching and Learning Activities |
|----|---|
| 1. | Pre activity - Open with greetings - Check student's condition - Check the attendance list - Prepare the material |
| 2. | While activity (in teaching learning subject-verb agreement) - The teacher ask the last material - The teacher tell the topic of the lesson (subject-verb agreement) - The teacher ask students the meaning of subject-verb agreement - The students answer the meaning of the subject-verb agreement - The teacher ask students about the rules of subject-verb agreement - The students predicted the rules of subject-verb agreement |

| | |
|----|---|
| | <ul style="list-style-type: none"> - The teacher explains about the topic (subject-verb agreement) - The students focus on the teacher explanation - The teacher motivates the students to memorize anything related to the topic - Do a group discussion |
| 3. | Post activity <ul style="list-style-type: none"> - Summarize the lesson |

Based on the table above, in the first meeting, on 24th October 2016, the English teacher taught English subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin. In the pre activity, the teacher opened the class by greeting to the students; ask students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, then the teacher prepare the materials related to the topic on the white board. In the while activity, the teacher taught with the topic about English subject-verb agreement. On the explanation, first, the teacher asked the students the meaning of subject-verb agreement, then, the students answer it. Second, the teacher asked the students about the rules of subject-verb agreement, and the students predicted the rules of subject-verb agreement. After that, the teacher explains about English subject-verb agreement, and the students focus on the teacher explanation. Finally, the teacher motivates the students to memorize anything related to the topic and ask students do a group discussion about the topic with their friends. In the post activity, the teacher summarizes the lesson. Before the class ended, the teacher asked students to remember the lesson that they have learnt before, and the

teacher asked them about the topic “subject-verb agreement”, and the students answered the question from the teacher. After that, the teacher mentions the next lesson for the next day about English subject-verb agreement by using crossword puzzle. At the end of teaching learning process, the teacher reviewed the lesson in brief, and gave the students opportunity to ask some questions, and then the teacher answered the questions, after that the teacher closed the lesson.

Table 4.3. Teaching and Learning Activity of English Subject-Verb Agreement by Using Crossword Puzzle on 2nd Meeting

| No | Teaching and Learning Activities |
|----|--|
| 1. | Pre activity <ul style="list-style-type: none"> - Open with greetings - Check student’s condition - Check the attendance list - Prepare the material |
| 2. | While activity (in teaching learning subject-verb agreement by using crossword puzzle) <ul style="list-style-type: none"> - The teacher ask the last material - The teacher tell the topic of the lesson (subject-verb agreement by using crossword puzzle) - The teacher ask students the meaning of crossword puzzle - The students answer the meaning of crossword puzzle - The teacher ask students the ways of crossword puzzle - The students predicted the ways of crossword puzzle - The teacher explains about the topic (subject-verb agreement by using crossword puzzle) - The students focus on the teacher explanation - The teacher motivates students to memorize anything related to the |

| | |
|----|---|
| | topic - The teacher give the test for the students |
| 3. | Post activity - Summarize the lesson |

Based on the table above, in the second meeting, on 26th October 2016, the English teacher taught English subject-verb agreement by using crossword puzzle at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin. In the pre activity, the teacher opened the class by greeting to the students; ask students' condition and checking their attendance by calling their names one by one and everyone will raise their hand if they have present, then the teacher prepare the materials related to the topic on the white board. In the while activity, ask the last material to the students, and the students answer it. The teacher tells the students about topic English subject-verb agreement by using crossword puzzle. On the explanation, first, the teacher asked the students the meaning of crossword puzzle, then, the students answer it. Second, the teacher asked the students about the ways of crossword puzzle, and the students predicted the ways of crossword puzzle. After that, the teacher explains about the topic (English subject-verb agreement by using crossword puzzle), and the students focus on the teacher explanation. Finally, the teacher motivates the students to memorize anything related to the topic and ask students do to the test about English subject-verb agreement test before and after learning by using crossword puzzle. In the post activity, the teacher summarizes the lesson, and after that the teacher closed the lesson.

2. The Students' Mastery Subject-Verb Agreement at the Seventh Grade Students of MTs Al-Islamiyah SMIP 1946 Banjarmasin

After the observation time, the writer wants to know the students' mastery in subject-verb agreement, and taken the result getting from test. The test has done twice, before and after learning by using crossword puzzle. From the test the writer knows that by using crossword puzzle in teaching subject-verb agreement can improve students' mastery in subject-verb agreement, and helping teaching and learning English subject-verb agreement.

To know the students' mastery in subject-verb agreement by using crossword puzzle at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin, the writer got the data from the test of English subject-verb agreement by using crossword puzzle.

Table 4.4. The Result of the Students' Subject-Verb Agreement Test before Using Crossword Puzzle

| No | Name | Score |
|-----|----------|-------|
| 1. | A. M. | 75 |
| 2. | A. F. | 70 |
| 3. | A. R. | 80 |
| 4. | H. K. | 80 |
| 5. | F. R. | 75 |
| 6. | L. S. | 70 |
| 7. | M. A. N. | 40 |
| 8. | M. A. R. | 60 |
| 9. | M. Z. I. | 70 |
| 10. | M. Z. R. | 60 |
| 11. | M. T. A. | 30 |
| 12. | M. R. | 70 |
| 13. | M. S. | 65 |
| 14. | M. W. | 80 |
| 15. | M. Y. L. | 75 |

| | | |
|------------------------|----------|----|
| 16. | N. C. | 70 |
| 17. | N. B. | 80 |
| 18. | R. A. | 50 |
| 19. | R. F. | 50 |
| 20. | R. R. | 70 |
| 21. | S. S. | 80 |
| 22. | S. Ma. | 70 |
| 23. | S. Muh. | 75 |
| 24. | W. | 75 |
| 25. | W. A. N. | 75 |
| 26. | R. Ra. | 75 |
| 27. | A. N. M. | 50 |
| 28. | M. J. | 70 |
| Mean Score 67.5 | | |

As shown in the table above, it is found that the highest score of the data is 80 and the lowest score is 30. The whole gotten score are 1.890 from 28 respondents. The mean score of the students' English subject-verb agreement test before using crossword puzzle is 67.5.

Table 4.5. The Result of the Students' Subject-Verb Agreement Test after Using Crossword Puzzle

| No | Name | Score |
|-----|----------|-------|
| 1. | A. M. | 80 |
| 2. | A. F. | 90 |
| 3. | A. R. | 90 |
| 4. | H. K. | 90 |
| 5. | F. R. | 80 |
| 6. | L. S. | 90 |
| 7. | M. A. N. | 80 |
| 8. | M. A. R. | 80 |
| 9. | M. Z. I. | 90 |
| 10. | M. Z. R. | 80 |
| 11. | M. T. A. | 70 |
| 12. | M. R. | 80 |
| 13. | M. S. | 80 |
| 14. | M. W. | 90 |
| 15. | M. Y. L. | 90 |

| | | |
|-------------------------|----------|----|
| 16. | N. C. | 90 |
| 17. | N. B. | 90 |
| 18. | R. A. | 80 |
| 19. | R. F. | 70 |
| 20. | R. R. | 70 |
| 21. | S. S. | 90 |
| 22. | S. Ma. | 90 |
| 23. | S. Muh. | 70 |
| 24. | W. | 90 |
| 25. | W. A. N. | 75 |
| 26. | R. Ra. | 80 |
| 27. | A. N. M. | 75 |
| 28. | M. J. | 90 |
| Mean Score 82.86 | | |

As shown in the table above, it is found that the highest score of the data is 90 and the lowest score is 70. The whole gotten score are 2.320 from 28 respondents. The mean score of English subject-verb agreement test after using crossword puzzle is 82.86.

Based on statement above the writer can conclude that the result of the test show that English subject-verb agreement test after using crossword puzzle are better than English subject-verb agreement test before using crossword puzzle. It shows that mean score of English subject-verb agreement test after using crossword puzzle is 82.86, and mean score of English subject-verb agreement test before using crossword puzzle is 67.5. It can also be seen from the students' response based on the observation and English subject-verb agreement test by using crossword puzzle. In the observation time and test the writer saw that the students at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin were interested and enthusiastic with teaching material and purpose of teaching and learning.

In teaching and learning process, the teacher used crossword puzzle by prepare the paper about crossword puzzle with some clues. The teacher in teaching and learning process using crossword puzzle in subject-verb agreement can be seen in appendix IV.

By this way, the students will quick to answer subject-verb agreement test. The students are more interested and not bored in teaching and learning process. In conclusion, the students are easy to differentiate which subject-verb agreement used singular verbs, and which ones used plural verbs.

B. Discussion

The data has been collected from the observation, documentary, and test are processed and presented on the table and described in findings. Then the data also need was analyzed and reported based on the order of issues that had introduced earlier in this study. The discussion would be also divided in two parts based on problem statement in previous chapter.

The first statement problem about how does the teacher use the crossword puzzle game to improve students' mastery in subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin. The second statement problem about how is the students' mastery subject-verb agreement of the seventh grade students at MTs Al-Islamiyah SMIP 1946 Banjarmasin. For further description, is known from analysis below:

1. The Activities of the Teacher in Using Crossword Puzzle Game to Improve Students' Mastery Subject-Verb Agreement at the Seventh Grade Students of MTs Al-Islamiyah SMIP 1946 Banjarmasin

From the observation, in teaching and learning process, previously teacher always prepared what he need for teaching by using crossword puzzle based on his material. Before starting teaching and learning process, the English teacher prepared learning material which he need in teaching learning process, learning goal, and students' condition. It was known before teaching and learning English by crossword puzzle, the English teacher prepared several materials for teaching English subject-verb agreement by using crossword puzzle. This method can help the teacher to explain the material easily and can be understood more easily by the students about the material. The teacher can give some interesting activity to make students active in teaching and learning process.

From the data that have been described before, result from observation, and test, it can be known that using crossword puzzle at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin is used by English teacher as a method that can be benefit for the students, that is the students is not bored in teaching and learning English subject-verb agreement. By using crossword puzzle game can improve students' mastery in subject-verb agreement. The use of crossword puzzle in teaching English subject-verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin is very good. It is because made students easily in learning subject-verb agreement, and can improve students' mastery in subject-verb agreement.

The use of crossword puzzle in teaching English subject-verb agreement is useful and good method in encourage students' improvement especially in

helping teaching and learning subject-verb agreement. It can be seen on the observation process, the activity of the student in teaching learning process by using crossword puzzle was actively. The improvement of the students also can be proved by the subject-verb agreement test has done. The mean score of subject-verb agreement test after using crossword puzzle is higher than before using crossword puzzle. It means the students' achievement in mastery subject-verb agreement has improved.

Based on the result in findings, the writer can conclude that the English teacher skill and knowledge to use crossword puzzle in teaching and learning English subject-verb agreement is good. It is proved by the use of crossword in the teaching and learning process has done clearly by the teacher. The result of the students' subject-verb agreement test by using crossword puzzle is good, and by using crossword puzzle the students' improve their achievement to mastery subject-verb agreement.

2. The Students' Mastery Subject-Verb Agreement at the Seventh Grade Students of MTs Al-Islamiyah SMIP 1946 Banjarmasin.

Problem statement no 2 (two) the data getting from test. The test has done twice, before and after learning by using crossword puzzle. Based on findings above through the test, the writer has known about students' mastery in subject-verb agreement at the seventh grade student of MTs Al-Islamiyah SMIP 1946 Banjarmasin. The result of the test show that English subject-verb agreement test after using crossword puzzle are better than English subject-verb agreement test before using crossword puzzle. It shows that mean score of

English subject-verb agreement test after using crossword puzzle is 82.86, and mean score of English subject-verb agreement test before using crossword puzzle is 67.5. From explanation above shows that the improvements of English subject-verb agreement test before and after learning by using crossword puzzle. It shows that by using crossword puzzle most of students improve their mastery in subject-verb agreement, and it shows that the student's achievement in mastery subject-verb agreement has improved.

In this case, the student's improvement is influenced by some factors. The first is the use of media crossword puzzle that can make students feel there is a variation in learning process. So, they are not bored in learning English subject-verb agreement. The second factor is the method used in learning English subject-verb agreement. This is shows the method that be used with the different method in learning English subject-verb agreement. The students are easier in English subject-verb agreement test after using crossword puzzle than English subject-verb agreement test before using crossword puzzle. However, the teacher must be creative in choosing the method that appropriate with the students. The third factor is the students themselves. Although, the teacher has been creative and applying the good media in teaching learning process, if the students do not have a motivation they will not get a satisfy achievement in their study. It is shows by some students who are still passive when they are doing English subject-verb agreement test by using crossword puzzle, so they get the achievement are not maximal.

The use of crossword puzzle to improve students' mastery in subject verb agreement at the seventh grade students of MTs Al-Islamiyah SMIP 1946 Banjarmasin is very good. This is supported by Tasuli (2000) who stated that crossword puzzle helps those who are slow learners or demotivated students to grasp the target of the lesson, can make the students active during the teaching learning process, and the teachers are able to stimulate their students an active way and urge them to take part in the activities in which they have a chance to produce some English words with correct forms. Clarify the word forms correctly it is means the grammar structure is correct. By using crossword puzzle most of students improve their mastery in subject-verb agreement, and it shows that the student's achievement in mastery subject-verb agreement has improved.