

CHAPTER IV

FINDING AND DISCUSSION

A. Finding

There are two statements of problem that have to be answered in this research. Such as: How is the use of “Emma has an enemy” technique in grammar IV of fifth semester students at UIN Antasari Banjarmasin and how is the fifth semester students’ mastery about grammar at UIN Antasari Banjarmasin. The technique of the data collection for the first statement of problem will be answered by observation in the class. For second statement of problem will be answered by document of result test and interview with the lecturer. After all the data collected, researcher does analyze. The researcher finished the research for one month at UIN Antasari Banjarmasin, here the result of the research:

1. The use of “Emma has an enemy” technique in grammar IV of fifth semester students at UIN Antasari Banjarmasin

In this part, the researcher will describe the result of the research about the use of “Emma has an enemy” technique in grammar IV of fifth semester students at UIN Antasari Banjarmasin, that collected by observation in the class.

Observation

The researcher does the observation to know about how is the teaching and learning process while the lecturer uses the technique. The researcher did

observation for sixth times, three times in class C and three times in class D.

The researcher observed how the students' respond in receiving the lesson is.

To know how the process of the lesson, here the procedure of implementation:

- a. First Observation did on 26th December 2016 in class D. At the day the topic that discussed is subject verb agreement. The lecturer opened the class by greet and check the attendance first.

Table 4.1 First Subject Verb Agreement Diary

Tom's day
<p>On Sunday, I get up late. I walk around in my house and I see some of books in the shelf are interesting to read. I go to the kitchen and check my foods that were I buy last night, but when I check them, most of them are rotten. Ughh... , I don't have a food to eat and I don't have money to buy food for my breakfast. I try to call my mother to tell her that I'm out of credit.</p> <p>In the afternoon, at 1 o'clock, I go to my friend's house. When I get there, I see all of my friends are spirit full. They ask me to play basket ball. But, my opponent team plays very good than my team so we lose that game with terrible score. We play almost 2 hours and we got tired, so my friends ask me to have some lunch. We arrive at McDonald. I see some of new menus look good and we order them. After we order it we pay but I remember I don't have money in my pocket so I ask my friend to pay for me first. Oh my got what a shame!!</p> <p>We arrived at 6 o'clock at swimming pool and we swim almost one hour. While we prepare to get home, we meet some of girls are beautiful swim over there and my friend and I ask them to take some of picture with us and they want it too but when we take a picture my feet slip and I fell into the pool. I feel shame but I get up like nothing happen. We continue take picture and we go home. I look the pictures in my handphone but some of pictures are bad. What a bad day !</p>

Table 4.2 Second Subject Verb Agreement Diary

<p style="text-align: center;">My garden</p> <p>This is my garden. It's very big and also very wide. On one side, there is the McDonald family and on the other side, there is the Korfman family. I like both my neighbors.</p> <p>There is a lot of grass in my garden. Now, it's September and the grass is long and thick. I also have three trees in the garden. There is a young lemon tree which is very small. It doesn't have any fruit, maybe next year! Then, there is a peach tree. There aren't many peaches this year because of the cold weather in April and May. The third tree is an apple tree. Apples always grow well in this area and the tree is full of big green apples. Tomorrow, I want to make a big apple pie.</p> <p>There are two animals in the garden at the moment. Max is my Rottweiler dog. Many people think Rottweilers are dangerous, but Max is very friendly and everybody loves him. He's 4 years old. Playing with Max is Hector, our beautiful white cat. He's nearly ten years old.</p> <p>There are many other colors in my summer garden. In December when it's cold and gray, it's not a very happy place, but now in September, it's wonderful. There are the red roses and we have other flowers that are green and yellow. There is a large tent in the middle of the grass, a huge purple tent. That's because my brother, Luke, likes camping but my mother doesn't want him to go camping - only in the garden! So he sleeps in the purple tent. Luke is only eight years old, so I think my mother is right. Camping in the garden is safe for an eight year old.</p>

The lecturer explained the material. To make sure the students understand the material, the teacher asked some questions related the topic. After that, she distributed 2 diaries on table 4.1 and 4.2. Then asked students to read the diary by pair, each pairs only have 1 diary example. They asked to found out verbs in that diary. After they found several verbs, they must change the sentence form. If the form is singular, they must change it into plural form.

Table 4.3 Subject Verb Agreement Exercise

Make a diary from the words below. Choose 10 of them!			
Drink	Window	Bag	Spill
Eat	Car	Book	Buy
Hear	House	Sandwich	Scratch
See	Broom	Television	Grab

After the pair work had done, the lecturer asked students to divided class into 5 groups. By group work, they asked to make a diary using 10 words from 20 words that had given on table 4.3. After they finished their exercise, they asked to exchange their diary with another group to see their friends' work. After that, the teacher asked the students to formulate the formula of subject of agreement.

- b. Second Observation did on 27th December 2016 in class C. At the day the topic that discussed is subject verb agreement. The lecturer opened the class by greet and check the attendance first.

The lecturer explained the material. To make sure the students understand the material, the teacher asked some questions related the topic. After that, she distributed 2 diaries on table 4.4 and 4.5. Then asked students to read the diary by pair, each pairs only have 1 diary example. They asked to found out verbs in that diary. After they found several

verbs, they must change the sentence form. If the form is singular, they must change it into plural form.

After the pair work had done, the lecturer asked students to divided class into 5 groups. By group work, they asked to make a diary using 10 words from 20 words that had given on table 4.6. After they finished their exercise, they asked to exchange their diary with another group to see their friends' work. After that, the teacher asked the students to formulate the formula of subject of agreement.

- c. Third Observation did on 2nd December 2016 in class D. At the day the topic that discussed is conditional sentence. The lecturer opened the class by greet and check the attendance first.

Table 4.4 First Conditional Sentence Diary

Mysterious Case
<p>It all happened on the night of 6th July. A large truck bumped into a building in the Maryland Street. The strange thing was the truck had no drivers at all. The police started investigating the case immediately. The locals ask a simple question: "Where is the driver?" If the police want to solve this mystery, they will need the video recordings of the street. One of the locals claimed that the truck had never been seen in the neighborhood before. He said: "We're deeply worried about that truck. We want to know what's happening in our town. If we'd seen that truck before, we'd solve this mystery now." The police have asked eleven people in the town till now. No one has uttered a significant word about that night. The chief officer Amanda Slippers says that: "This looks like a tough case. The truck plate belongs to this town, but nobody has seen it here. The owner of the truck moved from the town years ago. And no one knows where he moved. If we found the owner, we would probably solve this mystery.</p> <p>"A witness on the crime scene reported more interesting details about the event: "There was a loud noise coming from the truck while it was</p>

going towards the building and its speed.... I couldn't believe its speed. If it had been slower, I would have seen the driver seat. But all I saw was a red truck going inside the bakery as fast as it could. If it was noon, I would see that truck clearly. Well, maybe we should change this fact with mysterious red truck.

Table 4.5 Second Conditional Sentence Diary

Very Bad Day

I'd been looking for a new job for a while, as I really hated my present one. I didn't get on very well with my boss and I found the job really boring, so it was definitely time for a change. I had seen an advert in the local paper for a job that sounded absolutely perfect for me. I had to have it! I spent a long time on my CV and wrote a really convincing covering letter.

You can guess what happened...

On the day of the interview I overslept! I must have forgotten to set my alarm the night before. If I'd set my alarm, I wouldn't have been late. I jumped out of bed, quickly put some clothes on and rushed out the door but I was never going to make it in time. If only I'd set my alarm, I would've been on time!

I would normally take the bus but, as I was running late, I decided the tube might be quicker. Yeah if I'd set my alarm, I would've taken the bus. So, I ran down the escalators and jumped onto the train, just as the doors were closing. I breathed a sigh of relief – I might just make it after all. After a couple of minutes I noticed that other people on the train were looking at me strangely. Suddenly, I had a dreadful feeling. I looked down at my feet. I still had my slippers on! I must have been in such a rush to leave the house that I forgot to put my smart black shoes on. This was a disaster! What would the interviewer think of me? If I hadn't overslept, I would've remembered to put my shoes on.

I still really wanted the job so I decided to carry on. I got off the train and rushed outside. It had started to rain and I had forgotten my umbrella. It was only a short walk to my destination but I decided to take a taxi so I wouldn't get too wet. I stood at the edge of the road waiting for a taxi when a huge truck drove past. I had been standing right next to a big puddle and I was now completely covered in dirty water!

I couldn't go to the interview looking like this. I decided to turn back

and go home. Feeling very upset, I crossed the road to the tube station. I obviously wasn't looking because the next thing I knew, I was waking up in a hospital bed with lots of cuts and bruises and a broken leg! I wish I'd never got out of bed that morning! If I'd set my alarm, I wouldn't have broken my leg!

The lecturer explained the material. To make sure the students understand the material, the teacher asked some questions related the topic. After that, she distributed 2 diaries on table 4.4 and 4.5. Then asked students to read the diary by pair, each pairs only have 1 diary example. They asked to found out conditional sentence in that diary. After they found several conditional sentences in the diary, they must change the sentence form. If they found conditional sentence in positive form, they must change it into negative and interrogative form. If they found conditional sentence in negative form, they must change it into positive and interrogative form. If they found conditional sentence in interrogative form, they must change it into positive and negative form.

Table 4.6 Conditional Sentence Exercise

Make a diary from the words below. Choose 10 of them!			
Bend	Bleach	Break	Burn
Change	Crash	Close	Crack
Dry	Empty	End	Fade
Shrink	Shut	Spilt	Spread

After the pair work had done, the lecturer asked students to divided class into 5 groups. By group work, they asked to make a diary using 10 words from 20 words that had given on table 4.6. After they finished their exercise, they asked to exchange their diary with another group to see their friends' work. After that, the teacher asked the students to formulate the formula of conditional sentence.

- d. Fourth Observation did on 3rd December 2016 in class C. At the day the topic that discussed is conditional sentence. The lecturer opened the class by greet and check the attendance first.

The lecturer explained the material. To make sure the students understand the material, the teacher asked some questions related the topic. After that, she distributed 2 diaries on table 4.4 and 4.5. Then asked students to read the diary by pair, each pairs only have 1 diary example. They asked to found out conditional sentence in that diary. After they found several conditional sentences in the diary, they must change the sentence form. If they found conditional sentence in positive form, they must change it into negative and interrogative form. If they found conditional sentence in negative form, they must change it into positive and interrogative form. If they found conditional sentence in interrogative form, they must change it into positive and negative form.

After the pair work had done, the lecturer asked students to divided class into 5 groups. By group work, they asked to make a diary using 10 words from 20 words that had given on table 4.6. After they finished their exercise, they asked to exchange their diary with another group to see their friends' work. After that, the teacher asked the students to formulate the formula of conditional sentence.

- e. Fifth Observation did on 9th January 2017 in class C. At the day the topic that discussed is adverb clause. The lecturer opened the class by greet and check the attendance first.

Table 4.7 First Adverb Clause Diary

<p style="text-align: center;">Potluck Party</p> <p>Growing up in a family that had to be careful with money. Consequently, I learned valuable lessons that still help me today. We bought something only if we really need it. We didn't have much extra money but our house was always filled with people and laughter. I learned that it's not necessary to have a lot of money in order to celebrate a birthday or a holiday. For me, special occasions aren't about buying gift they're about getting together with people I care about. Due to less money, always plan potluck parties since I'm a student. Because of a potluck party, I ask my friends to bring some food or drinks to the party to share. Everyone pitches in. Therefore, the party was success and it always is!</p>

Table 4.8 Second Adverb Clause Diary

<p style="text-align: center;">An Auction</p> <p>I moved into new apartment last year. Consequently, I thought I must buy some new things. A 50-inch high-definition TV was at the top of my list. However, having compared prices in several electronics stores and the prices were expensive. Due to the price, I couldn't afford such an expensive TV with my salary. A friend advised me to look for a used TV before giving up.</p>

I could buy a TV unless it was cheap. He said I might be able to find what I wanted for a much lower price. Because of his crazy idea, I went to an auction website. The website had a lot of TVs for sale at low prices. Therefore, I bid on a 50-inch TV that looked great. Unfortunately at last I didn't win.

The lecturer explained the material. To make sure the students understand the material, the teacher asked some questions related the topic. After that, she distributed 2 diaries on table 4.7 and 4.8. Then asked students to read the diary by pair, each pairs only have 1 diary example. They asked to found out sentences that consist of adverb clause. After they found several adverb clauses in the diary, they must change the sentence. The students asked to change its dependent or independent clause in the sentences.

Table 4.9 Adverb Clause Exercise

Make a diary from the words below. Choose 10 of them!			
Clean	Tired	Flood	Car
Dirty	Work	Swim	Rain
Earthquake	Hungry	Rich	Bath
School	Eat	Money	Water

After the pair work had done, the lecturer asked students to divided class into 5 groups. By group work, they asked to make a diary using 10 words from 20 words that had given on table 4.6. After they finished their exercise, they asked to exchange their diary with another group to see

their friends' work. After that, the teacher asked the students to formulate the formula of conditional sentence.

- f. Sixth Observation did on 10th January 2017 in class C. At the day the topic that discussed is adverb clause. The lecturer opened the class by greet and check the attendance first.

The lecturer explained the material. To make sure the students understand the material, the teacher asked some questions related the topic. After that, she distributed 2 diaries on table 4.7 and 4.8. Then asked students to read the diary by pair, each pairs only have 1 diary example. They asked to found out sentences that consist of adverb clause. After they found several adverb clauses in the diary, they must change the sentence. The students asked to change its dependent or independent clause in the sentences.

After the pair work had done, the lecturer asked students to divided class into 5 groups. By group work, they asked to make a diary using 10 words from 20 words that had given on table 4.6. After they finished their exercise, they asked to exchange their diary with another group to see their friends' work. After that, the teacher asked the students to formulate the formula of conditional sentence.

2. The fifth semester students' mastery about grammar at UIN Antasari Banjarmasin

In this section, the researcher will describe the result of the research about the fifth semester students' mastery about grammar at UIN Antasari Banjarmasin. The researcher describes the result of the test and interview with the lecturer.

To know the mastery of fifth semester students in UIN Antasari Banjarmasin, the researcher asked to the lecturer to give students test. The test is about making a diary based on words that given by the lecturer, the diary is about ten sentences that given three times by the teacher for three meeting. The performance of the result of test can be seen in the following table:

a. Document of Result Test

The gain scores of each student were converted to a set of score of maximum of 100 using following formula by Murdan (2012, p. 47):

$$M = \frac{\sum X}{N}$$

Where:

M = The mean score of the students

$\sum X$ = The total score of the students

N = The number of the students

Table 4.10 The result of fifth semester class C

No	Name	P1 (subject verb agreement)	P2 (conditional sentence)	P3 (adverb clause)	Value
1	S.A	100	100	100	100
2	A.I	60	10	60	43
3	D.B	100	80	90	90
4	F.N	100	30	90	73
5	H	100	10	60	56
6	H	100	100	100	100
7	H	100	30	90	73
8	J	60	100	100	86
9	J	60	0	70	43
10	J	100	0	70	56
11	L.L	100	10	60	56
12	M	100	10	60	56
13	M	100	30	90	73
14	M	100	80	90	90
15	M	100	100	100	100
16	N.K	100	0	70	56
17	N.A.R	60	80	90	76
18	R	60	80	90	76
19	R.A	100	10	60	56
20	R	60	0	70	43
21	R.M	100	80	90	90
22	R.A	100	100	100	100
23	W.Z	40	30	90	53
24	K.K.B	80	0	70	50
25	M.R	100	100	100	100
26	M.Y.H	100	80	90	90

Table 4.11 The result of fifth semester class D

No	Name	P1 (subject verb agreement)	P2 (conditional sentence)	P3 (adverb clause)	Value
1	M.N	100	90	50	80
2	A	100	50	100	83
3	A	100	50	100	83
4	D.A	100	50	90	80
5	E.P	100	80	80	86
6	E.Z	80	50	100	76
7	I.A	80	50	90	73
8	N	100	50	100	83
9	N.P.S	100	80	80	86
10	S	80	50	90	73
11	S	80	50	90	73
12	S.E.A.R	100	80	80	86
13	S.U	100	80	80	86
14	A.M	100	100	70	90
15	A.M	100	100	70	90
16	D.M	100	100	70	90

Based on the result of the test score in the table above, it is found the data that the highest score is 100 and the lowest score is 0 from the total score. The number of the students' data in receiving high score category, average score category and low score category, it can be seen at these following tables:

Table 4.12 students' data in receiving excellent score in class C

No	Students' Number	Value
1	1	100
2	3	90
3	6	100
4	8	86
5	14	90
6	15	100
7	21	90
8	22	100
9	25	100
10	26	90

Table 4.13 students' data in receiving good score in class C

No	Students' Number	Value
1	4	73
2	7	73
3	13	73
4	17	76
5	18	76

Table 4.14 students' data in receiving low score in class C

No	Students' Number	Value
1	5	56
2	10	56
3	11	56
4	12	56
5	16	56
6	19	56
7	23	53
8	24	50

Table 4.15 students' data in receiving very low score in class C

No	Students' Number	Value
1	2	43
2	9	43
3	20	43

Table 4.16 student's data in receiving excellent score in class D

No	Students' Number	Value
1	1	80
2	2	83
3	3	83
4	4	80
5	5	86
6	8	83
7	9	86
8	12	86
9	13	86
10	14	90
11	15	90
12	16	90

Table 4.17 student's data in receiving good score in class D

No	Students' Number	Value
1	6	76
2	7	73
3	10	73
4	11	73

Based on the data on table above, it is identified that the highest score of the drama in grammar class is 100 and the lowest score of the test in grammar class is 0. The accumulative score is 3203 from 42 students.

Based on the result of score students' grammar skill above, it was found the categories in grammar IV in fifth semester at UIN Antasari Banjarmasin. The students' score will be categorized into 5 categorized using formula by Harris (1969, 9):

- 1) Excellent category, 22 students (52.4%) with score 80-100
- 2) Good category, 9 students (21.42%) with score 70-79
- 3) Fair category, 0 students (0%) with score 60-69
- 4) Low category, 8 students (19.04%) with 50-59
- 5) Very low category, 3 students (7.14%) with score <50

Table 4.18 The frequency Distribution of students' Grammar score of Fifth semester of UIN Antasari Banjarmasin

No	Score	Frequency
1	43	3
2	50	1
3	53	1
4	56	6
5	73	6
6	76	3
7	80	2
8	83	3

No	Score	Frequency
9	86	5
10	90	7
11	100	5
	Total	42

Percentage of students' score in test using "Emma has an enemy", it can be seen on the table below:

Table 4.19 The Description of Classification and categories of Students in Fifth semester Students at UIN Antasari Banjarmasin

No	Score	Frequency	Percentage (%)	Category
1	80-100	22	52.4%	Excellent
2	70-79	9	21.42%	Good
3	60-69	0	0%	Fair
4	50-59	8	19.04%	Low
5	0-<50	3	7.14%	Very Low

From the table above can be seen 22 students (52.4%) get excellent score's category, 9 students (21.42%) get good score's category, 8 students (19.04%) get low score's category, 3 students (7.14%) and there is none get fair score's category.

To know the students' grammar skill and categories of students in fifth semester at UIN Antasari Banjarmasin, the writer used accounting of mean formula as follows by Murdan (2012, p. 47):

$$M = \frac{\sum x}{N}$$

$$M = \text{Mean}$$

$$\sum x = \text{Total score}$$

$$N = \text{Number of students.}$$

$$M = \frac{\sum x}{N}$$

$$M = \frac{3203}{42}$$

$$M = 76.26$$

The mean score of the student achievement in doing a test show that the fifth semester students' mastery about grammar at UIN Antasari Banjarmasin is in good category.

b. Interview

The Researcher did the interview on 12th January 2017. She stated that the problem that faced by the students in grammar is they got difficult in memorize a grammar formula. She told that after using this technique, the student's mastery increase, she also stated this technique is easy to be applied in grammar class without getting problem in using

it. She argued this technique is good to be used in grammar class. She thought that students' motivation increased after using this technique.

B. Discussion

After representing the data, the researcher analyzes all the data to give some consideration on the research.

1. The use of “Emma has an enemy” technique in grammar IV of fifth semester students at UIN Antasari Banjarmasin

Based on the observation that the researcher did, the researcher makes conclusion that students being active in teaching and learning process. The students also look very enthusiastic and interested in the class. While in the process teaching and learning, the students don't hesitant to ask if they have any question or unclear explanation.

The use of “Emma has an enemy” technique in grammar IV of fifth semester students at UIN Antasari Banjarmasin is a variation in teaching Grammar in the class. To make the students understanding more, the lecturer should make the process of learning English more active and more interest. This is accordance with Harmer (1998, p. 2) a good teacher is teachers who cares more about their students' learning than they do about their own teaching, how to have good ability to control and inspire a class. So with that technique the lecturer can create conducive climate that will make students feel comfortable.

This technique would teach students how to make a good sentence in a right form and also would teach them how to tell a story in English by writing a diary. In the observation, there are some problems that faced in the class such as the difficulty in make a sentence and less confidents.

From the description above, the researcher found that the use of “Emma has an enemy” technique in grammar IV of fifth semester students at UIN Antasari Banjarmasin is helping students more in learning grammar.

2. The fifth semester students’ mastery about grammar at UIN Antasari Banjarmasin

The presented data of result on the table above shows that 22 students (52.4%) get excellent score’s category at range 80-100, 9 students (21.42%) get good score’s category at range 70-79, 8 students (19.04%) get low score’s category at range 50-59, 3 students (7.14%) at range 0-<50. Based on the data, it can be known that the mean score of student’s achievement in doing test is the total score is divided by the number of students (3203 : 42) so the mean is 76.26.

From the score category formula that given by Haris (1969, p. 9), fifth semester students is in good category with the mean score 76.26. There are some benefits of diary that stated by Harmer (2007:

p. 128), such as: First, provide an opportunity for students to think about what they are learning and also how they are learning. Second, diary allows student to express feelings more freely than they might do in public. Third, Diary writing contributes to a student's general writing improvement. This is why students can get the good score.

Based on the description and the score that have been written above, the researcher can say that in teaching and learning process using "Emma has an enemy" in grammar class could make students more interest and enthusiast. It makes them understand the lesson more, so they can do the exercise that given well with good score.

This result is also supported by the data obtained from the interview with the grammar IV lecturer. She stated that after using this technique, the student's mastery is increased, she also stated this technique is easy to be applied in grammar class. The students' mastery increase because she thought that students' motivation increase when use this technique.