

CHAPTER IV

RESULTS AND DISCUSSION

The research data obtained in the form of test results item items, observation data in the form of observational learning management Reading Comprehension Using Communicative Approach Through Games and observation activities of students and teachers at the end of the lesson, and students' formative test data at each cycle. Data from the test item item is used to obtain a test that truly represent what is desired. This data is then analyzed levels of validity, reliability, level of difficulty, and distinguishing features. Data sheets of observations taken from two observations that observational data management of learning Reading Comprehension Game Through Using Communicative Approach is used to determine the effect of the application of the Reading Comprehension Game Trough Using Communicative Approach in improving student achievement data and student activities and teacher observation. Data formative tests to determine the increase in student achievement after learning applied Communicative Approach Using Reading Comprehension Game Through.

A. Overview of SMP Islam Izzul Hasan

1. History and Development of Islamic junior Izzul Hasan

SMP Izzul Hasan is located in the established in 1999. Dilihat of locations where MTs Minal Ilmi strategic and easily accessible from the village of Muara and rural Pemurus. dan Labat has a land area of approximately 1600 .Sekolah Izzul Hasan SMP can be successful until now, because they are handled by the Principal named Nur

Khalimah, S.Pd the number of teachers in SMP Izzul Hasan quite a lot of 10 educators who are certified educators and Non PNS 3 7 educators.

2. School Profile

School Name	: SMP Izzul Hasan
School address	: Jl. Desa Mekar Sari Kab. Tapin
School telephone number	:
No. Account	: BRI Cab. Rantau
Bank school	Binuang
Year established	: 2005
No. SK Stand	:
Static number of school	: 202150401002
Head Masters	: Nur Khalimah, S.Pd
Phone	: 082155351151
School Status	: Private
School accreditation	: B
Categories school	: Private School
T ime learn	: Morning

3. Vision and Mission SMP Izzul Hasan

a. Vision And Mission SMP Izzul Hasan

The formation of superior students who have a certain karimah, devoted, knowledgeable and able to compete in the times and technology

The mission of SMP Izzul Hasan

Akhlaqul coaching karimah naturally and amaliah, planting intensively faith and piety, the implementation of effective teaching and learning, efficient and conducive, fostering interest in the talents and skills of students, planting attitude of responsibility

4. Curriculum

Teaching and Learning Activities (KBM) in school should have guidelines and grip in learning, especially for an educator or teacher. Relative to the national education and based on enacted today, outlines guidelines for the teaching and guidance in the implementation of the curriculum.

By because they were, curriculum SMP Izzul Hasan, namely kurikulum SBC (Curriculum Education Unit) that has been refined or supplement details as follows:

Table 4

SMP curriculum Izzul Hasan

No.	Subject	Time		
		Class VII	Class VIII	Class IX
1	Al-Qur'an	4	4	4
2	Fiqh	2	2	2
3	Aqeedah Morals	2	2	2
4	Arabic	4	4	4
5	Indonesian	4	4	4

Continued Table 4

No.	Subject	Classroom		
		VII	VIII	IX
6	English	4	4	4
7	Mathematics	4	4	4
8	Integrated Science	4	4	4
9	Integrated IPS	2	2	2
10	Physical education	2	2	2
11	BTA (Read Write Koran)	2	2	2
12	Physics	2	2	2
13	Art And Culture	2	2	2
14	History Of Islam	2	2	2
15	PKN	2	2	2

5. Circumstances Lecturer, Staff TU

Junior lecturer at Izzul Hasan totaled 10 educators, which consists of five educators male and 5 female educators. For TU staff numbered 1 administrative staff are not permanent.

a. Teacher

Table 5
Junior Lecturer circumstances Izzul Hasan

No.	Name	Sex	Education	Field Of Study
1	Nur Khalimah, S.Pd	P	S1	English
2	Sidiq Arif, S.Pd	L	S1	PKN
3	Yetno, S.Pd	L	S1	Mathematics
4	Asmara Hadi, S.Pd	L	S1	Penjaskes

Continued Table 5

No.	Name	Sex	Education	Field Of Study
5	Try Hedyati, S.Pd	P	S1	Physics
6	Matseli, S.Pd	L	S1	B.Arab
7	Sulistiyani, S.Ag	L	S1	BTA
8	Nurul Aini, S.Pd	P	S1	B.Indonesia
9	Sustainable dance, S.Pd	P	S1	SBK
10	Sutrisno, S.Pd.I	L	S1	IPS

Table 6

TU junior staff Izzul circumstances Hasan

No.	Power Administration	TU Staff
1	Fixed Administration	-

Advanced Table 6

No.	Power Administration	TU Staff
2	Administrative Not Fixed	1 person
	Number	1 person

b. Student

Hasan Izzul number of junior high school students is about 68 students. Which consists of as many as 28 students of class VII, VIII class as many as 16 students, and as many as 24 students of class IX. To clarify the above statement, then see the table below:

Table 7

Students circumstances SMP Izzul Hasan According to Gender

No.	Classroom	Sex		Number
		L	P	
1	VII	16	12	28
2	VIII	9	7	16
3	IX	14	10	24
	Number	39	29	68

6. Infrastructures

Building or SMP Izzul Hasan

Table 8

Infrastructures SMP Izzul Hasan

No.	Facility type	Number	Condition
A	Administration		
1	Principal'S Office	1 Space	Good
2	Teacher'S Room	1 Space	Good
3	Space Services Adminidtrasi	1 Space	Good
B	Learning activities		
1	Classroom	3 Space	Good
2	Practice space computer	1 Space	Good
C	Supporting Education		
1	Space Library	1 Space	Good
D	Supporting Others		
1	Space Toilet	2 Space	Good
2	Warehouse space	1 Space	Good
3	Space / table tennis court	1 Space	Good
4	Bal volleyball courts, football	1	Good

B. Item Analysis of Grain Problem

Reliability

Problems that have been qualified validity tested reliability. From the calculation results obtained R11 reliability coefficient of 0, 554. This price is greater than the price of r product moment. For a number of students (N = 28) with r (95%) = 0.374. Thus the test questions used already qualify reliability.

The difficulty level (P)

Difficulty level is used to determine the level of difficulty of the questions. The analysis showed of 46 questions that were tested are:

- 20 easy questions
- 15 questions were
- 11 about difficult

Distinguishing power

Distinguishing analysis was conducted to determine the ability of matter to distinguish high-ability students with low ability students. From the analysis of distinguishing obtained about the berkriteria ugly as many as 16 questions, 20 questions berkriteria enough, good berkriteria 10 questions. Thus the test questions used has met the requirements of Personality validity, reliability, level of difficulty, and distinguishing features.

C. Data Analysis Research Persiklus

1. Cycle I

a. Planning Phase

At this stage the researchers prepare learning device which consists of lesson plans 1, about 1 formative tests and teaching tools that support.

b. Activities and Implementation Phase

The implementation of teaching and learning activities for the first cycle carried out in May 2015 in Class VII with the number of students 28 students. In this case the researchers acted as a teacher. As for the teaching and learning process refers to a lesson plan that has been prepared. Observation (observation) held in conjunction with the implementing learning. At the end of the learning process students are given first formative tests in order to determine the success rate of students in the learning process that has been done. The research data in the first cycle is as follows:

Table 4.2. Formative Test Scores In First cycle

Number Ordinal	Value	C	NC	Information
1	60		√	
2	50		√	
3	80	√		
4	70	√		
5	60		√	
6	80	√		

7	50		√	
8	70	√		
9	80	√		
10	50		√	
11	60		√	
12	60	√		
13	80		√	
14	70	√		
number	920	7	7	

Advanced: Table 4.2

Number Ordinal	Value	C	NC	Information
15	60		√	
16	70	√		
17	70	√		
18	80	√		
19	70	√		
20	50		√	
21	70	√		
22	70	√		

23	60		√	
24	80	√		
25	70	√		
26	60		√	
27	70	√		
28	80	√		
Number	960	10	4	

Maximum amount Ideal Score 2800 1880 Total Score Achieved

Average Score Reached 67.14

Description: C : Completed

NC : Not Completed

The number of students who completed : 17

The number of students who have not completed : 11

Classical : Not completed

Table 4.3. Formative recapitulation Student Test Results In the first cycle

Number	Commentary	Results Cycle I
1	17	67.14
2		

3		60.71
---	--	-------

Percentage mastery learning

From the table above can be explained that by applying the learning Reading Comprehension Using Communicative Approach Game Trough obtained average value was 67.14 student achievement and learning completeness reached 60.71% or there are 17 students from 28 students have been thoroughly studied. The results showed that in the first cycle in the classical student has not thoroughly studied, since students who received grades of $\hat{\text{a}} \text{‰} \text{¥} 65$ amounted to only 60.71% less than the percentage of completeness that is desired by 85%. This is because students are new and unfamiliar to the new method is applied in teaching and learning.

c. Reflection

In the implementation of teaching and learning activities of the observation information obtained as follows:

1. Teachers are less well in motivating students and in delivering learning goals
2. Teachers are less good in time management
3. Students are less enthusiastic during the learning takes place.

d. Refisi

The implementation of teaching and learning activities in the first cycle there is still a shortage, so that the need for refisi to do in the next cycle.

1. Teachers need to be skilled in motivating students and more clearly in delivering learning objectives. Where students are encouraged to get involved directly in any activity that would be done.
2. Teachers need to distribute their time better by adding information that is necessary and notes
3. Teachers need to be more skilled and eager to motivate students so that students can be more enthusiastic.

2. Cycle II

a. The planning stage

At this stage the researchers prepare learning device consisting of two lesson plans, test questions formative II and teaching tools that support.

b. Stage activities and implementation

The implementation of teaching and learning activities for the second cycle executed in June 2015 in Class VII with the number of students 28 students. In this case the researchers acted as a teacher. As for the teaching and learning process refers to a lesson plan with regard to the revision of the first cycle, so that mistakes or

deficiencies in the first cycle is not repeated in the second cycle. Observation (observation) held in conjunction with the implementation of teaching and learning. At the end of the learning process students are given tests formative II with the aim to determine the success rate of students in the learning process that has been done. The instrument used was a formative test II. The research data on the second cycle is as follows.

Table 4.4. Formative Test Values In Cycle II

Number Ordinal	Value	C	NC	Information
1	80	√		
2	70	√		
3	90	√		
4	50		√	
5	70	√		
6	70	√		
7	70	√		
8	60		√	
9	70	√		
10	80	√		
11	80	√		
12	70	√		

13	70	√		
14	70	√		
number	1000	12	2	

Advanced: Table 4.4

Number sequence	Value	C	NC	Information
15	70	√		
16	60		√	
17	80	√		
18	70	√		
19	70	√		
20	70	√		
21	60		√	
22	90	√		
23	80	√		
24	60		√	
25	80	√		
26	60		√	
27	90	√		
28	70	√		
Number	1010	10	4	

Maximum amount Ideal Score 2800 2010 Total Score Achieved

Average Score Reached 71.79

Description: C : Completed

NC : Not Completed

The number of students who completed : 22

The number of students who have not completed : 6

Classical : Not completed

Table 4.5. Formative test results Students In Cycle II

Number	Commentary	Results Cycle II
1	21	71.79
2		
3		75.00

The average value of students who pass the test formatifJumlah learn

Percentage mastery learning

From the table above the average values obtained student achievement is 71.79 and learning completeness reached 75.00% or there are 21 students from 28 students have been thoroughly studied. These results indicate that in this second cycle in classical mastery learning has increased slightly better than I. There is an increasing cycle of learning outcomes of these students because students are less capable of helping with the students in the subjects they are studying. Besides, the ability of teachers who begin to increase in procedural learning.

c. Reflection

In the implementation of learning activities obtained information from observations as follows:

1. Motivating students
2. Guide students to formulate a conclusion / finding concept
3. Time management

d. Revised Draft

Implementation of learning activities in the second cycle, there are still shortcomings. Then the need for revision to be carried out on the second cycle include:

1. Teachers in motivating students should be able to make students more motivated during the learning process takes place.
2. Teachers should be closer to the students so there is no fear in students either to express opinions or ask questions.
3. Teachers should be more patient in guiding students to formulate conclusions / invented the concept.
4. Teachers should distribute their time well so that learning activities can run as expected.
5. Teachers should add more example problems and provide practice questions on the student to work at any school activity.

Cycle III

a. Planning Phase

At this stage the researchers prepare learning device that consists of three lesson plans, about 3 formative tests and teaching tools that support.

b. Stage activities and observations

The implementation of teaching and learning activities for the third cycle held in June 2015 in Class VII with the number of students 28 students. In this case the researchers acted as a teacher. As for the teaching and learning process refers to a lesson plan with regard to the revision of the second cycle, so that errors or omissions in the second cycle is not repeated in the third cycle. Observation (observation) held in conjunction with the implementation of teaching and learning. At the end of the learning process students are given tests formative III in order to determine the success rate of students in the learning process that has been done. The instrument used was a formative test III. The research data in the third cycle are as follows:

Table 4.6. Formative Test Values In Cycle III

Number Ordinal	Value	C	NC	Information
1	60		√	
2	80	√		
3	80	√		
4	70	√		
5	70	√		
6	90	√		
7	80	√		
8	60		√	
9	80	√		

10	90	√		
11	70	√		
12	80	√		
13	90	√		
14	70	√		
number	1010	12	2	

Advanced: Table 4.6

Number sequence	Value	C	NC	Information
15	80	√		
16	90	√		
17	80	√		
18	70	√		
19	80	√		
20	60		√	
21	80	√		
22	90	√		
23	80	√		
24	70	√		
25	80	√		
26	70	√		
27	70	√		

28	90	√		
Number	1090	13	1	

Total Score Maximum Score Achieved Ideal 2800Jumlah 2160

Average Score Reached 77.14

Description: C : Completed

NC : Not Completed

The number of students who completed : 25

The number of students who have not completed : 3

Classical : Completed

Table 4.7. Formative test results Students In Cycle III

Number	Commentary	Results Cycle II
1	25	77.14
2		
3		89.29

The average value of students who pass the test formatif total learn

Percentage mastery learning

Based on the above table is obtained an average value of 77.14 and a formative test of 28 students who have completed as many as 25 students and three students have not reached mastery learning. Then in classical mastery learning which has been achieved by 89.29% (including a complete category). Results of the third cycle is increased better than the second cycle. An increase in learning outcomes in the third cycle is influenced by an increase in students' ability to learn the subject matter that has been applied so far and no responsibility group of students who are better able to teach her less capable.

c. Reflection

At this stage akah assessed what has been done well and that is still not good in the learning process with the application of learning Reading Comprehension Game Trough Using Communicative Approach. From the data that has been obtained can duraikan as follows:

1. During the learning process has been executing all learning teacher well. Although there are some aspects that have not been perfect, but the percentage of implementation for each aspect is quite large.
2. Based on the data observed that students are active during the learning process takes place.
3. Deficiencies in previous cycles has been improved and increased so that it becomes better.

4. Siswa learning outcomes in the third cycle achieve mastery.

d. Revised Implementation

In the third cycle teachers have implemented learning Reading Comprehension Game Trough Using Communicative Approach properly and views of student activity and student learning outcomes implementation of the learning process has been going well. There is no need revision too much, but to be considered for the next tindakan is to maximize and maintain what already exists in order to make the implementation of the learning process further application of learning Reading Comprehension Game Trough Using Communicative Approach can improve teaching and learning so that the learning objectives can be achieved ,

c. Discussion

1. Mastery learning outcomes Students

Through this research outputs indicate that learning Reading Comprehension Using Communicative Approach Trough Games have a positive impact in improving student achievement. It can be seen from the increasing consolidation of students' understanding and mastery of the material that has been submitted by teachers during this (mastery learning increased from siklus I, II, and III) are respectively 60.71%, 75.00%, and 89.29 %. In the third cycle in classical mastery learning students have achieved.

2. Ability of Teachers in Managing Learning

Based on the analysis of data, obtained by the activity of students in the learning process Reading Comprehension Using Communicative Approach Game Trough in each cycle has increased. This positive impact on the improvement of student achievement and mastery of subject matter that has been received so far, which can be demonstrated by the increasing average value of students in each cycle which is constantly increasing.

3. Activities Teachers and Students in Learning

Based on the analysis of data, obtained by the activity of students in the learning process with learning ENGLISH Reading Comprehension Game Trough Using Communicative Approach is the most dominant, listening / paying attention the teacher's explanation, and discussion among students / between students and teachers. So it can be said that the activity can be categorized isiwa active. As for the teacher during the learning activity has been implementing learning steps Communicative Approach Using Reading Comprehension Game Trough well. This is evident from the activities of teachers who appears in them and observe the activity guide students in doing the activities, explain material that does not understand the students, giving feedback / evaluation / debriefing where the percentage for the above activities is quite large.