

CHAPTER IV

REPORT OF THE RESEARCH RESULT

A. General Description of the Object of Research

1. Brief History of SMPN 16 Banjarmasin

The research was done at SMPN 16 Banjarmasin which is located at Jl. Simp. Limau No. 47/3 RT.9 Banjar Timur Banjarmasin 70238.

This school was established in 1985 which named SMPN 16 Banjarmasin. The statistic number of SMPN 16 Banjarmasin is 20 115 60 04 072. the headmaster of SMPN 16 Banjarmasin is Dra. Hadijah Marliana, M, M.Pd.

SMPN 16 Banjarmasin has been leaded by some headmasters since it was established in 1985. Those who leaded the school can be seen in appendix 1:

2. Description about teachers, students, administration staff, and facilities of SMPN 16 Banjarmasin

a. Teachers

SMPN 16 Banjarmasin has 26 teachers from different educational backgrounds. There are three English teacher of SMPN 16 Banjarmasin which are graduated from English department university.

To know more clearly about teachers at SMPN 16 Banjarmasin, this can be seen from the appendix 2

The English teacher has taken as a subject in this research is Miss Abdaliyah. She is an English teacher in SMPN 16 Banjarmasin. The English

teacher at the second year at SMPN 16 Banjarmasin has been studied at STIKIP PGRI Banjarmasin, she has been teaching English for five years.

b. Administration Staff

From the description of teachers at SMPN 16 Banjarmasin, we also know there are 6 administration staff at SMPN 16 Banjarmasin. For further information it can be seen in the appendix 3

c. Students

Beside description about administration staff, we also have to know about the students.

For clearly information about the numbers of students at SMPN 16 Banjarmasin, it can be seen in the appendix 4 :

d. School facilities

School facilities are crucial thing in every school. The facilities can support a successful of teaching and learning process.

The facilities that are available at SMPN 16 Banjarmasin can be seen in the appendix 5.

SMPN 16 Banjarmasin has several modern teaching facilities like tape recorder, DVD player, and television. Sometimes teachers use them if there are needed and students use them in turn in a month every class.

B. Data Presentation

On this data presentation, the writer describes about result of research on the field collected by techniques of data collection; test, observation, and

documentary. They were conducted around two months, from 31 March until 13 May 2011.

By observation and written test techniques it is known more about how games are used, the way of the teacher in using games at the classroom and then the application of games toward the students of the second year spelling improvement. By using observation, it is known about the way of teacher in using games at the classroom. And then by using written test, it is known more about the application of games to improve the spelling. By using documentary technique, it is known about data like the amount of the teachers, the students, the administration staff and the facilities of school.

Presenting this data is classified in turn that is suitable with the problem formulation that the writer has made before in order to be easier in presenting and analyzing.

1. The Application of Games by Teacher in Teaching English

Passing through observation to the English teacher at the second year of SMPN 16 in using games at the classroom, the kinds of games that she use are jumble letter, meet or meat, and find ten words.

Based on observation, toward from teaching and learning process done by English teacher (Mrs. Abdaliyah S.Pd) at the second year of SMPN 16, it can be seen from the following descriptions.

a. English Teacher in Using Games

Based on the observation to English teacher at SMPN 16 Banjarmasin the writer observed the teacher used games three times.

The topic of the lesson used by the teacher in the first observation was “jumble letters”, the second observation was “meat or meet” and the third observation was “think of ten words”

Based on observation, the English teacher used various techniques in teaching English using games when the teaching and learning process happened.

b. The Teacher’s activities in Using Games

From some observations that were held in SMPN 16 Banjarmasin, it was found the data about teaching and learning by using games as follows:

1) Jumble Letters Game

a) Pre Activity

This first step is make student and the class ready to get into planned teaching and learning program meant for scheduled class. The observation result showed in this session the teacher firstly made the class readily and fully engaged in the lesson and its objectives. From the observations it was found that the class contained 33 students. This condition of class made the teacher took a quite long period to get everyone quite and prepared for the lesson.

b) While Activity

This step makes both teacher and students are aware of what they are going to do during the class. In the manner both body and mind are oriented in accomplishing the task of the day.

During the observation it is showed that after the pre activity was completely done, the next step was introduction to a new lesson. It was found that this step was aimed to inform the class what is expected from the lesson. The

teacher introduced the learning expectation to the students. Observation indicated that this introduction was aimed to get the students to involve in teaching and learning activity.

Teaching and learning is not only informing, but also mainly practicing. The practice must be held intensively but just almost in the end of lesson. It is the only means to acquire skills and competence.

Based on the observation, it was found that the teacher applied this game in the practicing session at almost in the end of meeting. Before the game was played, the teacher informed the students about the purposes of the activity and explained about the rules of game clearly. The teacher got the students understood well about the activity before they played the game. The teacher roles were as director who directed games in classroom and also as the facilitator who must be able to facilitate everything for the students to reach the purposes of the activity.

In this practicing session the teacher asked the students to apply the game in individually. Observation indicated that while playing game, students get random vocabulary and tried hard to find the correct vocabulary.

c) Post Activity

The success and failure in teaching and learning program must be recognized as means to achieve the lesson objectives. This is done through evaluation, which takes mainly the form of the test.

The teacher did the evaluation together. The student who wanted read or wrote his or her answer in blackboard. If the evaluation showed that the answer was not right, the teacher immediately took appropriate answer to the correct it.

2) Meat Or Meet Game

a) **Pre Activity**

From the observation result showed in this session the teacher firstly made the class fully engaged in the lesson and its objectives. This condition of classes made the teacher took a long period to get everyone quite and prepared for the lesson.

b) **While Activity**

This step the students are aware of what they are going to do during the class even sometimes there is a few students feel bored suddenly.

During the observation it is showed that this step was aimed to inform the class what is expected from the lesson. The teacher introduced the learning expectation to the students. Observation indicated that this introduction was aimed to get the students to involve in teaching and learning activity.

Based on the observation, it was found that the teacher applied this game in the practicing session at the middle of the meeting, after they did English exercise. Before the game are played, the teacher informed the students about the purposes of the activity and explained about the rules of game clearly. The teacher always makes sure that the students understood well about the activity before they played the game. The teacher roles were as director who directed games in classroom and also as the facilitator who must be able to facilitate everything for the students to reach the purposes of the activity.

In this practicing session the teacher asked the students to apply the game in pair. Observation indicated that while playing game, students get almost same vocabulary and tried hard to make sentences correctly.

c) Post Activity

From the observation result showed in this session that the student little bit difficulty. So, the teacher did the evaluation together. If the evaluation showed that the answer was not right or almost close right an then the teacher wried the sentences on the black board and invited the students to analyzed which one the best sentence.

3) Think of Ten Words

a) Pre Activity

The observation result showed in this session the teacher firstly made the class readily and fully engaged in the lesson and its objectives.

The teacher brings the students to pay attention on this game because this game usually fun for the students.

b) While Activity

This step makes both teacher and students are aware of what they are going to do during the class. In the manner both body and mind are oriented in accomplishing the task of the day.

During the observation it is showed that after the pre activity was completely done, the next step was introduction to a fun game, find ten of words. It was found that this step was aimed to inform the class what is expected from the lesson. The teacher introduced the learning expectation to the students.

Observation indicated that this introduction was aimed to get the students to involve in teaching and learning activity.

Teaching and learning is not only informing, but also mainly practicing. The practice must be held intensively but just almost in the end of lesson. It is the only means to acquire skills and competence.

Based on the observation, it was found that the teacher applied this game in the practicing session at almost in the end of meeting. Before the games were played, the teacher informed the students about the purposes of the activity.

The next step is the teacher shared the handout of the game to make easier the students did this game. Then she explained about the rules of game clearly and give an example to find a word. The teacher roles was as director who directed games in classroom and also as the facilitator who must be able to facilitate everything for the students to reach the purposes of the activity

In this practicing session the teacher asked the students to apply the game in individually. Observation indicated that while playing game, students would find some vocabulary. There are ten words which students must got around in five minutes.

c) Post Activity

The success and failure in teaching and learning program must be recognized as means to achieve the lesson objectives. This is done though evaluation, which takes mainly the form of the testing.

The teacher did the evaluation together. The teacher invited the student who wanted wrote his or her answer in blackboard and then answer together.

c. The Purpose of The Application of Games

As one of the techniques of teaching, the application of games in the classroom is helped for some purposes. The first purpose is to create non stressful condition in teaching and learning. The second is to lower the students to anxiety in learning English. The third is to give the students opportunity to communicative in English.

Based on the interview, the teacher answered that the main purposes of using games in teaching and learning English were to create non stressful condition in teaching and learning, to engage and make fun the students to learn English and to give the students opportunity to communicative in English.

2. The Second Year Students' Achievement in Spelling by Using Games

To know the students' achievement in spelling before using games of the second year students at SMPN 16 Banjarmasin, the writer gets the data about students' score.

The students' score of spelling test before using games can be seen in following table :

Table 4. 1. the result of the students' test in spelling before using games

No.	Name	Score
1	ANIES LUVITA WAHYUNI	65
2	AULIA AZIZAH	30
3	DEWI SUSILA WATI	43
4	ELYSA PUTRI	34
5	FADILLAH RAHMAN	36

6	HELDA RUMI	23
7	HELMIDA TIARA	40
8	JUBAIDAH	33
9	KAMSI AH	36
10	LISA ARIYANTI	80
11	M. AFRIZAL	56
12	M. ALPIAN	24
13	M. GUSTI RIZKY	56
14	M. HADAYATULLAH	51
15	M. RYAN FIRDAUS	54
16	M. WILLY	73
17	M. YUDHA SHALKANI	33
18	MASRANI	48
19	NORDIN	35
20	NORMIRA ILMIDA	35
21	NUGRAHA	64
22	NUIGROHO KUSUMO	51
23	PIA OKTAPIA	39
24	RIDHO ANSHARI	51
25	RIJANI	26
26	RIZKA EMELIA	62
27	RIZKY FAJAR	53

28	SARMANI	66
29	SELLA ANGGRAINI	41
30	SITI MASPUAH	46
31	SYARIFFUDDIN	71
32	TATA RIDHO	40
33	VYRA	53

The mean of the score before using games:

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

$$M = 1548 : 33$$

$$M = 46,90$$

As shown in table above, it is found out that the highest score of the data is 70 and the lowest score is 23. The whole gotten scores are 46,90 from 33 respondents.

To get information about the score of the student's spelling by using games can be seen in the table below:

Table. 4. 2 The Frequency Distribution of the Test result of the Students' Spelling Ability before Using Games

No	Interval	Frequency	Percentage
1	80-100 = Excellent	1	3,03
2	70-<80 = Good	2	6,06
3	60-<70 = Sufficient	4	12,12

4	50-<60 = Poor	8	24,24
5	0-<50 = Very poor	18	54,54
Total		33	99,99

In the table above, 3, 03 % of respondent (1 student) in the excellent category. 6, 06 of respondents (2 students) in the good category. 12, 12 % (4 students) in the sufficient category. 24, 24 of respondents (8 students) in the poor category. 54, 54 % of respondents (18 students) in very poor category. It means that they spelling are very poor.

After the writer doing written test before did the games, the writer did the test (written test) again in different time but same test. After the games did two times.

The students' score of spelling test after using games can be seen in following table :

Table 4. 4. The Result Of The Students' Test In Spelling After Using Games

No.	Name	Score
1	ANIES LUVITA WAHYUNI	78
2	AULIA AZIZAH	67
3	DEWI SUSILA WATI	90
4	ELYSA PUTRI	64
5	FADILLAH RAHMAN	64
6	HELDA RUMI	60
7	HELMIDA TIARA	65

8	JUBAIDAH	67
9	KAMSIAH	63
10	LISA ARIYANTI	65
11	M. AFRIZAL	96
12	M. ALPIAN	81
13	M. GUSTI RIZKY	63
14	M. HADAYATULLAH	78
15	M. RYAN FIRDAUS	62
16	M. WILLY	64
17	M. YUDHA SHALKANI	84
18	MASRANI	67
19	NORDIN	78
20	NORMIRA ILMIDA	62
21	NUGRAHA	60
22	NUIGROHO KUSUMO	82
23	PIA OKTAPIA	83
24	RIDHO ANSHARI	63
25	RIJANI	62
26	RIZKA EMELIA	70
27	RIZKY FAJAR	89
28	SARMANI	65
29	SELLA ANGGRAINI	79
30	SITI MASPUAH	64
31	SYARIFFUDDIN	84

32	TATA RIDHO	86
33	VYRA	66

The mean of the score after using games:

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

$$M = 2371 : 33$$

$$M = 71,84$$

As shown in table above, it is found out that the highest score of the data is 96 and the lowest score is 60. The whole gotten scores are 2371 from 33 respondents.

Table. 4. 5 The Frequency of Distribution of the Test result of the Students' Spelling Ability after Using Games

No	Interval	Frequency	Percentage
1	80-100 = Excellent	9	27,27
2	70-<80 = Good	5	15,15
3	60-<70 = Sufficient	19	57,57
4	50-<60 = Poor	0	0
5	0-<50 = Very poor	0	0
Total		33	99,99

In the table above, 27,27 % of respondents (9 students) in the excellent category. 15,15 % of respondents (5 students). 57, 57 % of respondents (19

students) in sufficient category. In poor and very poor category, there is no one students. It means that they spelling are sufficient.

The mean score of the students' spelling ability in using games of second year students at SMPN 16 Banjarmasin is 71,84. It means that the students' spelling is good and increase than before. So, the games can increase the students' spelling ability.

C. Data Analysis

The data is gotten by writer from observation, interview, written test, and documentary are processed and presented in the table and described in data presentation. Then the data is analyzed and reported based on the statements of the problem that is about application of games and student's improvement in spelling ability towards using games.

1. The Application Of Games By Teacher In Teaching English

In the teaching and learning process, teacher prepares the games before.

a. English Teacher in Using Games

Based on data presentation and interview, it can be known that English teacher knowledge and technique to use the games is good. Basically, English teacher in the second year of SMPN 16 Banjarmasin (Mrs. Abdaliyah) has known and understood well about the crucial and useful of teaching technique and also media for teaching and learning English especially for junior high school who very like playing games.

Before the games start, the teacher usually prepared for the material, the time allocation such as the length of the time, the right time to do the games, learning goal, and students' condition.

1) Pre Activity

The teacher made the class fully engaged and ready to the lesson and prepare for the lesson.

2) While activity

The teacher in this session asked the students to playing the games. The teacher as a director and also a facilitator. The teacher informed the class what is expected from the games. The teacher also informed the students about the purposes of the activity. The teacher always gives motivation as long as the students do the games.

3) Post Activity

The teacher evaluated the games together. The students not only sat on their chair but they should paid attention to the answer. They enthusiastic to answer the games.

Based on the observation and interview directly, the writer have analyzed the application of games which was used by the teacher in teaching and learning English make the students engaged and have fun learning English.

2. The Improvement Of Students' Spelling Ability By Using Games Of The Second Year Students At SMPN 16 Banjarmasin

To know the students improvement of the students' spelling ability by using games at the second year of SMPN 16 Banjarmasin. The writer has done written test.

The data indicates that the students' spelling ability by using games has been increased. As having seen in the data presentation about the test result in students spelling ability by using games, that the scores obtained by the second year students is 60 (the lowest) to 96 (the highest). The fact shows that the students who achieved the score in excellent category are 22,27%, in good category 15,15% and in sufficient category 57,57%, (see table 4.7).

It means that the most students get score from sufficient category to excellent category. Then from the data, the writer got 2371 points that can be seen from the result of Mean.

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

$$M = \frac{2371}{33}$$

$$M = 71,84$$

So, it can be concluded that the students' spelling ability of the second year students by using games at SMPN 16 Banjarmasin is in good category.