

## **CHAPTER IV**

### **RESULT AND DISCUSSION**

This chapter deals with the data presentation and discussion of the research. The researcher wants to consider and review what happen during the implementation of the treatment at second grade of SMP Antartika Surabaya and to answer problems stated in the statement of problems. Furthermore, the researcher compares the results of pre-test and post-test in numerical number.

The discussion of the research findings section mainly discusses about the analysis of the classroom activities and students' responses during implementation of the treatment. The justification of the research findings discusses the result of the questioner from first treatment until third treatment.

#### **A. Result of Experimental**

In this part, the purpose is to find out whether or not there is an improvement in the pretest and posttest score in experimental. The treatments are done three times, on 13, 14 and 16 of June. The movie that is used in these treatments is entitled "The Voyage and the Dawn Trader" of Narnia 3. Students watch the same movie therefore, the researcher divides the movie into 3 parts and each part is used in different meeting. Every meeting took 2 x 45 minutes.

In addition, in every meeting the researcher takes some notes about students' activity in the classroom. While conducting the treatments, the researcher observes what he sees, hears, feels and experiences then, writes it in descriptive essay.

**a. Result Research on 13 June**

Before executing the main treatment, the teacher does a pre – test to students. This test is a simple past tense written test. The results of the test is shown in the table below

**THE RESULT OF THE SIMPLE PAST TENSE PRE – TEST  
SECOND GRADE CLASS B**

<b>No</b>	<b>Name</b>	<b>Score</b>
<b>1</b>	Abdul rohman R	68
<b>2</b>	Adimasnugroho	85
<b>3</b>	Andikayudha P	55
<b>4</b>	Arifaniokta s	20
<b>5</b>	Bagaskurniawan	81
<b>6</b>	Dwirosalin E	90
<b>7</b>	Dimas kurniawan	86
<b>8</b>	Inneke veronica	32
<b>9</b>	Jelitanadya F	55
<b>10</b>	Kurnia tri W	63
<b>11</b>	Mariam Karolina	31
<b>12</b>	Mehisasongko	81
<b>13</b>	Michelia alba	63
<b>14</b>	M andiirmansyah	55
<b>15</b>	Muhammad wasil	55
<b>16</b>	Nanda firda A	55
<b>17</b>	Nabillaayudya	55

<b>18</b>	Novaldwi S	86
<b>19</b>	Nurulsafaatiana	40
<b>20</b>	Qoirunnissak	68
<b>21</b>	Ranandaartha	55
<b>22</b>	Selviadicky M	68
<b>23</b>	Selfyanggraeny	76
<b>24</b>	Septianeka P	55
<b>25</b>	Wahyufebriato	70
<b>26</b>	Wahyufajar S	45
<b>27</b>	Yourdanbemmy A	55
<b>28</b>	Yulirachmawati	60
<b>29</b>	Zanuar effendi	58
<b>30</b>	Firdawahyu K	72
<b>31</b>	Ekyrusnawati	94
<b>32</b>	Dwiwulan	55
<b>33</b>	Reni triyanda	50
<b>The Average Score of the Class</b>		$\frac{2034}{33} = 61$
<b>The percentage of students who pass the passing grade</b>		$\frac{10}{33} \times 100 = 30.30 \%$

The writer can explain that the table is the scores of the students' simple past tense test before given treatment. Many students cannot achieve good score. Many students still get poorscore. Here, students get difficulty in understanding simple past tense. They are confused how to use second verb in regular or irregular correctly.

In other word, there are a lot of students that get score under the minimum passing score (KKM) which is stated by the school that is 75. From 33 students, only ten students who passed the minimum passing score. Furthermore, the average score of the class is only 61. Therefore

students need treatments to increase their understanding of simple past tense.

After doing the pretest, the researcher starts the first treatment. The first treatment is started with explanation and introduction materials that will be given. In this case, teacher explains about simple past tense. Most students know about simple past. Then, the researcher plays the movie and asks students to understand the story of movie. After watching movie, the researcher gives some questions related to the movie. The questions given to students are using simple past tense. It is in order to help them to understand form of simple past tense easily and makes it memorable in students' mind.

While students are answering the question orally, the researcher writes down students' answers in white board. Then, the researcher checks it and makes the correction of grammar. The researcher focuses on simple past tense that has been made by students. Here are some examples of students' answers.

<i>Questions</i>	<i>Students Answers</i>	<i>Correction</i>
1. What was Narnia telling about?	1. Narnia tell about the adventure	1. Narnia told about the adventure
2. Who were Admund, Caspian	2. They are adventurer of Narnia	2. They were adventurer of Narnia

<i>and Lucy?</i>	<i>3. Because he see the mouse</i>	<i>3. Because he saw the mouse</i>
<i>3. Why was Caspian</i>	<i>spoke his language(</i>	<i>spoke his language(</i>
<i>surprised in the</i>	<i>English )</i>	<i>English )</i>
<i>ship of Narnia?</i>	<i>4. They fighted the dark devil</i>	<i>4. They fought the dark devil</i>
<i>4. What they did to</i>		
<i>help the citizens?</i>		

In this treatment, students get difficulty in understanding simple past tense. They are still confused in using second verb in regular or irregular verb. The reasons are they do not understand simple past tense well. However some of them are able to write simple past even not all answers are correct.

### **1. Students Activities at First Treatment**

At the beginning of the meeting, teacher explains to students about the purpose of teaching. Before starting the treatment, the teacher gives pre-test and all of students do the test.

Teacher prepares all equipments well. Because it is the key to makes treatments success. When the teacher tells students that the media is movie, they feel interested. However some students ignore and play with her/his friends. They do not pay attention to the teacher instruction.

The teaching-learning process runs well even though some students ignore. When the teacher starts playing the movie, all students pay attention includes students who ignore the lesson and they follow

learning process until the end of the treatment. They enjoy the movie and answer questions that are given by the researcher. Most of them try to answer the questions that are given by the researcher even not all the answer is correct. They are confused how to express what they know about the movie in simple past tense form.

However, there are still some things to be considered more on the next treatment, for example the classroom domination when classroom starts and creates a good atmosphere and gives motivation so that students will participate until the end of meeting.

#### **b. Result of the Research on 14**

Second treatment starts with reviewing the first treatment. The researcher explains again about simple past tense especially in regular or irregular verb. Then, students watch again the movie and this time different part from the previous meeting. It means students watch the same movie but continues from the previous meeting. In this meeting, they are not only watching the movie but also writing word/ sentences from movie that contained simple past tense. They work in pairs to make them easy to find simple past tense in the movie.

After watching movie, some of them come in front of class and write the results in white board. The researcher does the correction by repeating the movie. So they know their mistakes and they can do

the correction by themselves. Furthermore, it is more memorable for students. In the end of meeting students make narrative text to help them using simple past tense in real contexts. In here, they focus on making simple past tense not in the structure of narrative text.

In this treatment, students still face problems. They make many mistakes in using regular or irregular and they do not understand how to use simple past tense in real context well. But this time, they more increase than before.

## **2. Students Activities at Second Treatment**

As the previous meeting, the teacher uses movie as media and students are more active than before. However, some students are still ignoring. Then, the teacher gives motivation to students.

The teacher plays the next part of the movie and asks students to find sentences and words contained simple past tense. They focus on the movie but still there are some problems in finding simple past tenses. After watching movie, some students come to front of class. Then, the researcher makes the correction of words/ sentences in white board.

In this meeting, students participate well than before. They want to listen to what teacher says and do what teacher asks to. The activities of teaching and learning are almost perfect. There are still little problems, in the first time of meeting students cannot cooperate.

**c. Result of the Research on 16**

Third treatment does as the previous meeting. The researcher uses same activities and movie that continues from second meeting until the end of the movie. They do all the assignment individually to make them understand well about simple past tense. In the end of meeting, the researcher gives post-test.

After students have been given treatments in three times, the researcher gives post test to measure the improvement of students understanding in simple past tense and the result of the test is shown in the table below

**THE RESULT OF THE SIMPLE PAST TENSE PRE – TEST  
SECOND GRADE CLASS B**

<b>No</b>	<b>Name</b>	<b>Score</b>
<b>1</b>	Abdul rohman R	85
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<b>6</b>	Dwirosalin E	85
<b>7</b>	Dimas kurniawan	94
<b>8</b>	Inneke veronica	65
<b>9</b>	Jelitanadya F	90
<b>10</b>	Kurnia tri W	99
<b>11</b>	Mariam Karolina	67
<b>12</b>	Mehisasongko	94
<b>13</b>	Michelia alba	75
<b>14</b>	M andiirmansyah	85



15	Muhammad wasil	81
16	Nanda firda A	85
17	Nabillaayudya	99
18	Novaldwi S	94
19	Nurulsafaatiana	85
20	Qoirunnissak	95
21	Ranandaartha	76
22	Selviadicky M	70
23	Selfyanggraeny	90
24	Septianeka P	90
25	Wahyufebriato	72
26	Wahyufajar S	60
27	Yourdanbemmy A	68
28	Yulirachmawati	76
29	Zanuar effendi	81
30	Firdawahyu K	90
31	Ekyrusnawati	99
32	Dwiwulan	80
33	Reni triyanda	76
<b>The Average Score of the Class</b>		$\frac{2731}{33} = 82$
<b>The percentage of students who pass the passing grade</b>		$\frac{28}{33} \times 100 = 84.84 \%$

According to the table above, we can see that the scores of students are increaseand there are significant different between pre-test and post-test. It can be seen from the students' scores. There are more than half students who reached the optimal result with test's scores approximately 80 – 99 and only five students who do not pass the minimum score (KKM). Moreover the average of students' scores increase that is 82.

This section elaborates the data taken from the tests. The tests are administered twice, pre-test and post-test. Pre-test is attended by 33 students and in the post-test too. After given the pre-test, the researcher does the treatments by giving movie entitle “NARNIA 3- The Voyage and The Dawn Trader” to students. The treatments conducted in three times in order students get treatment well. Then, the post-test conducted.

The first meeting the researcher conducts pre-test which all of students present in every meeting. Then, the researcher starts the treatment by playing a move and asking them to understand the story. The treatments are done three times and in the end of treatment, the researcher give post-test to students and asks them to write down the same thing in the pre-test as well. The score results can be seen in the following table

**THE RESULT OF PRE-TEST AND POST-TEST**

<b>TEST</b>	<b>N</b>	<b>SCORE</b>	<b>MEAN</b>	<b>percentage of students who pass the passing grade</b>
<b>Pre-test</b>	<b>33</b>	<b>2034</b>	<b>61</b>	<b>30.30 %</b>
<b>Post-test</b>	<b>33</b>	<b>2731</b>	<b>82</b>	<b>84.84 %</b>

We can see that the pre-test and post-test scores are different significant. The post-test is higher than pre-test. Before given treatment the mean only 61 and students who pass the passing grade ( KKM ) only 30.30 %. However when the treatments is implemented, the result is very contrast. All students' score are increased. The mean 82 and students who

pass the passing grade ( KKM ) 84.84%. It means the ability of students is improved.

This treatment is perfect. The researcher cannot find the error in the result of students. All students can find and write simple past tense in regular or irregular correctly. Furthermore, they can use simple past tense in real context. The result of treatments can be seen in the table above.

### **3. Students activities at third treatment**

In this meeting, the treatment is done well. Students are pay attention to all the time. They are interested in the next part of the movie. Without the instruction, they will find simple past tense, while they are watching movie.

After watching movie, students do the post-test that given by teacher. It is in order to know the improvement of students understanding in simple past. It seems like they do not have any difficulty when doing the test. In 15 minutes, they do the entire test and submit to the teacher.

The last, the teacher gives questionnaire in order to get data. All of Students get the sheet of questionersand they feel happy to fulfill the questionnaire.

## B. Result of Students Questionnaire

The questionnaire concerns about the development of the classroom activity after implementing the treatment. This development includes student's opinion about grammar, student's opinion about movie as media, student's opinion on using movie as media, student's opinion that movie as media can help them in understanding of simple past tense.

The questionnaire consists of 10 questions. The questions number 1 up to number 3 concern about student's opinion about grammar, the questions number 4 up number 5 concern about student's opinion about movie as media. The questions number 6 up number 7 concern about student's opinion on using movie as media. The question number 8 up number 10 concern about student's opinion about movie as media that can help them in understanding of simple past tense

The following is the result of questionnaire in the form of number and percentages.

<b>Number of Question</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>Total</b>
<b>1</b>	<b>16</b>	<b>8</b>	<b>7</b>	<b>2</b>	<b>33</b>
<b>2</b>	<b>7</b>	<b>17</b>	<b>5</b>	<b>4</b>	<b>33</b>
<b>3</b>	<b>-</b>	<b>1</b>	<b>15</b>	<b>17</b>	<b>33</b>
<b>4</b>	<b>23</b>	<b>9</b>	<b>1</b>	<b>-</b>	<b>33</b>
<b>5</b>	<b>20</b>	<b>10</b>	<b>2</b>	<b>1</b>	<b>33</b>

<b>6</b>	<b>22</b>	<b>10</b>	<b>1</b>	<b>-</b>	<b>33</b>
<b>7</b>	<b>24</b>	<b>8</b>	<b>1</b>	<b>-</b>	<b>33</b>
<b>8</b>	<b>19</b>	<b>11</b>	<b>2</b>	<b>1</b>	<b>33</b>
<b>9</b>	<b>20</b>	<b>9</b>	<b>2</b>	<b>2</b>	<b>33</b>
<b>10</b>	<b>21</b>	<b>8</b>	<b>4</b>	<b>-</b>	<b>33</b>

**a) Student's Opinion About Grammar**

<b>Matters</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
English lesson	48.48%	24.24%	21.21%	6%
Grammar skill	21.21%	51.51%	15.15%	12.12%
opinion about grammar	0%	3%	45.45%	51.51%

**b) Student's Opinion About Movie As Media**

<b>Matters</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Opinion movie as media	69.69%	27.27%	3%	0%
Opinion the appropriateness of movie as media	60.60%	30.30%	6%	3%

**c) Student's Opinion On Using Movie As Media**

<b>Matters</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
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Predilection of movie as media	66.66%	30.30%	3%	0%
Media's interest	72.72%	24.24%	3%	0%

**d) Student's Opinion about Movie As Media that Can Help Them In Understanding Of Simple Past Tence**

<b>Matters</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>
Advantages of media	57.57%	33.33%	6%	3%
Opinion on using movie as media	60.60%	27.27%	6%	6%
Advantages of movie as media	63.63%	24.24%	12.12%	0%

The first is about the student's opinion about grammar. Based on the result of questionnaire, it can be concluded that most students like grammar. Although 15.15% of the students state that they rather like English grammar, 51.51% of students admit that they like English grammar. In addition, they do get difficulty in studying grammar. It can be seen in the result of the questionnaire, 51.51% of students state that grammar is easy and only 3% of students admit that grammar is difficult.

The second is about student's opinion about movie as media. Based on the result of questionnaire, it can be concluded that the movie as media used

by teacher is very interesting. Although 3 % of the students admit that the movie as media is not too interesting, 69, 69% of students admit that movie as media is very interesting. In addition, most of students consider that the media is appropriate this can be seen from the result of questionnaire that 60. 60 % of students admit that movie as media is very appropriate in understanding grammar especially simple past tense.

The third is about student's opinion on using movie as media. Based on the result of questionnaire, it can be concluded that most of students like to use movie as media in understanding grammar. Although 3% state that they rather like movie as media in understanding grammar, 66.66% of students admit that they like movie as media in understanding grammar.

The last is about student's opinion on movie as media that can help them tounderstand of simple past tence. Based on the result of questionnaire, it can be concluded that movie as media give advantages to students. The data shownthat 63.63% of students admit that using movie as media is very useful and only 12.12% of students state that rather agree movie as media give advantages. In addition, most of students consider that movie as media are able to help students in understanding grammar. It can be seen the result of questionnaire that 60.60% of students state that media are able to help them in understanding grammar especially simple past tense.

## **C. Discussion of Results Findings**

In this section, the discussion will be divided into two matters, namely the discussion of results treatments and the discussion of students' responses. The explanation of each discussion is described as follows:

### **1. The Result of Treatments**

This study focuses on teaching grammar uses movie as media whether improve or not and the result of this the study there is significant differences between pre-test and post-test. It means that the scores of post test are higher than pre-test. Post-test is done to measure whether the treatments influence the students understanding in simple past tense or not.

The treatments are conducted in three times in order to make students get treatments well and the result is satisfying. The scores of students are significantly increased. There are more than half students who reach the optimal result with test's scores approximately 80 – 99 and only five students who do not pass the minimum score (KKM). It means the treatment is done successfully.

In First treatment, students watch the movie and try to understand the story tell about. After that, the researcher asks them some questions using simple past tense. Hopefully, students understand the form of simple past tense and the result of this treatment is not satisfying because students get difficulty in understanding simple past tense. They are still confused in using



second verb in regular or irregular verb. Even though some of them are able to write simple past even not all answers is correct.

The second treatment is starts with reviewing the first treatment. Then the researcher only gives short explanation about simple past tense. In this treatment, students watch the movie that continues from the previous meeting. They have to find words/sentences contained simple past tense. This meeting, students still face problems. They make many mistakes in using regular or irregular and they do not understand how to use simple past tense in real context well. However this time, their ability of understanding simple past tense is increased then before. Therefore the researcher gives the treatment again to ensure students get treatment well.

The third treatment is done as pervious meeting and the result of treatment is satisfying. Students do not face any troubles here because they had done it at the previous meeting

## **2. The Result of Students' Responses**

In the description of research findings, the result of questionnaire has been briefly explained. The result of questionnaire will be analyzed based on the research problem that is going to be revealed. In this part, the discussion will be divided into four matters. The first is about student's opinion about grammar, the second is about student's opinion about movie as media, the third is about student's opinion on using movie as media and the last is about

student's opinion on movie as media that can help them in understanding of simple past tense.

The first is about the student's opinion about grammar. Based on the result of questionnaire, it can be concluded that most students like grammar. Second is about student's opinion about movie as media. Based on the result of questionnaire, it can be concluded that the movie as media used by teacher is very interesting. The third is about student's opinion on using movie as media. Based on the result of questionnaire, it can be concluded that most of students like to use movie as media in understanding grammar. The last is about student's opinion on movie as media that can help them in understanding of simple past tense. Based on the result of questionnaire, it can be concluded that movie as media gave advantages to students.

Based on the result of questionnaire, movie as media can improve students understanding of simple past tense and be alternative in teaching grammar. Most students interested in movie as media and they feel not bored in teaching-learning process. Furthermore, media of movie can motivate and help students to study grammar in easy way.