

## CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

This chapter presents the results of observations that Improve The Ability To Analyze Simple Present Tense Using Word Composing Game In The New Normal Era At MA Ihyaul Ulum Wedarijaksa Pati.

### A. Description Of Research Object

#### 1. General Description of MA Ihyaul Ulum Wedarijaksa Pati

##### a. Geographical Location of MA Ihyaul Ulum Wedarijaksa Pati

MA Ihyaul Ulum is located at Jalan RAA Suwondo no. 35 Rt. 6 Rw. II, Wedarijaksa District, Pati Regency, Central Java Province. Madsarah Aliyah Ihyaul Ulum is one of the educational institutions that is very strategically located, namely on the edge of the Pati-Tayu KM 9 highway and is in the city of Wedarijaksa sub-district so that it is easily accessible by the surrounding community and easy to get information from other agencies and institutions.<sup>1</sup>

The land area occupied by the Ihyaul Ulum Foundation is approximately 1220 square meters. Several buildings were built on the land consisting of:

- 1) A Madrasah Tsanawiyah Ihyaul Ulum building.
- 2) A Madrasah Aliyah Ihyaul Ulum building.
- 3) A building on the second floor of office space, a computer laboratory, and a library room.<sup>2</sup>

##### b. Historical study of MA Ihyaul Ulum

Along with the changes and developments of the times, every generation from generation to generation is required to prepare a new generation to have both mental and educational abilities.

Madrasah Aliyah Ihyaul Ulum is one of the Madrasah Aliyah in Wedarijaksa City, Pati Regency. Was established in 1986. The rationale for establishing the institution This education is a sense of awareness and conviction to provide a positive contribution to society by

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<sup>1</sup>Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

<sup>2</sup>Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

providing facilities for Islamic education to improve the quality of education as a whole.<sup>3</sup>

MA Ihyaul Ulum Wedarijaksa Pati obtained ratification from the National Accreditation Board for Schools / Madrasas which determined that MA Ihyaul Ulum Wedarijaksa Pati had an accredited status of A On October 16, 2016. MA Ihyaul Ulum Wedarijaksa Pati had a vision of "growing knowledge about characteristics, achievements, and quality Al-Qur'an" which is very well known by the people in the Wedarijaksa City area and its surroundings because some of its students come from that area.<sup>4</sup>

**c. Vision, Mision, and Objective of Madrasah**

1) Vision

The vision of Madrasah Ihyaul Ulum is:

**“KNOWLEDGE OF CHARACTERISTICS, ACHIEVEMENTS, AND QUR'ANI QUALITIES”**

2) Mission

The mision of Madrasah Aliyah Ihyaul Ulum is as follows:

- 1) Helping the government organize education and broadcast Islam in the style of Ahlussunnah Waljamaah.
- 2) Implementing learning and guidance effectively so that students develop optimally according to their potential.
- 3) Growing appreciation and experience of religious teachings and the nation's cultural character so that they become a source of wisdom in acting.

3) The Objective of Madrasah

The objectives of Madrasah Ihyaul Ulum are as follows:

- 1) Increasing faith and devotion to God Almighty.
- 2) Organizing Islamic Education, providing an ethical moral foundation in the times, mastery of science, technology, and art.
- 3) Producing Muslim students who have Qur'anic character, are intelligent, skilled, and qualified.
- 4) Providing the widest opportunity for the community to study and develop their scientific potential.

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<sup>3</sup> Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

<sup>4</sup> Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

- 5) Providing provisions for students to love their homeland and have a high national spirit.
- 6) Improving students' abilities of tolerance and religious harmony.
- 7) Preparing students to be able to compete globally and live side by side with other nations.<sup>5</sup>

**d. Organizational Structure**

The organizational structure of the Supreme Court Ihyaul Ulum Wedarijaksa Pati for the 2022/2023 academic year is as follows:<sup>6</sup>

**ORGANIZATIONAL STRUCTURE**

Table 4.1<sup>7</sup>

Headmaster	: ALI MOCHTAR, S.Ag, M.S.I
Waka Curriculum	: SUWADI, S.Pd
Student Waka	: ARISTA RAHAYU, M.Pd
Waka Humas	: RETNO WULANDARI, S.Pd
Finance	: MUHAMMAD TAUFIQUR ROHIM
Administrator	: H. HAMBALI
BK	: HENI HIDAYATUN NIKMAH, S.Kom.I., M.S.I
Homeroom Teacher X MIA-1	: INTAN NUKHI ADHIYA, S.Pd
Homeroom Teacher X MIA-2	: UMI NOOR KHASANAH, S.Pd
Homeroom Teacher X IIS	: DIAN PUSPITA NINGRUM, S.Pd
Homeroom Teacher XI MIA-1	: ZULI HANIK MUSA' ADAH, S.Pd
Homeroom Teacher XI MIA-2	: YUNIARCI, S.Pd
Homeroom Teacher XI IIS	: ANDI GUNAWAN, S.Pd
Homeroom Teacher XII MIA	: IBNU FAHRUDDIEN, S.Pd
Homeroom Teacher XII IIS	: ELLY NURIYA HASANAH, S.Pd

<sup>5</sup> Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1

<sup>6</sup> Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

<sup>7</sup> Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

**e. Teacher Data, Santri, Student, and Infrastructure**

MA Ihyaul Ulum Wedarijaksa Pati has quite good educative staff when viewed from the level of education it has.

Table 4.2  
Teacher list of MA Ihyaul Ulum  
The School Year 2022/202<sup>8</sup>

No	Position of Ustadz	Total	Formal Education		
			SMA	S1	S2
1	Permanent Teacher	20	-	14	6
2	Non-Permanent Teacher	15	3	12	-
3	Employee	4	3	1	-

Table 4.3  
The Santri list of MA Ihyaul Ulum  
School Year 2022/2023<sup>9</sup>

Kelas	Santri		Total
	Boy	Girl	
X	35	64	99
XI	31	60	91
XII	24	30	54
Total			244

<sup>8</sup> Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

<sup>9</sup>Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

Table 4.4  
The Student list of MA Ihyau Ulum  
The School Year 2022/2023<sup>10</sup>

No	Class	Boy	Girl	Total
1	X MIA-1	13	20	33
2	X MIA-2	12	22	34
3	X IIS	12	19	31
4	XI MIA-1	11	23	34
5	XI MIA-2	10	23	33
6	XI IIS	7	17	24
7	XII MIA	11	19	30
8	XII IIS	11	12	23
Total				242

#### f. Infrastructure

The facilities and infrastructure owned by Madrasah Aliyah Ihyaul Ulum Wedarijaksa Pati are as follows.

Table 4.5<sup>11</sup>

No	Type of Infrastructure	Total	Condition		Ownership
			Good	Lack	
1	Class Room	8	8	-	Owned
2	Headmaster Room	1	1	-	Owned
3	Teacher's Room	1	1	-	Owned
4	BK Room	1	1	-	Owned
5	TU Room	1	1	-	Owned
6	Student Organization Room	1	1	-	Owned

<sup>10</sup>Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

<sup>11</sup> Participant , interviewed by the researcher, 21 July May 2022, transcript, interview 1.

7	Marching Band Room	1	1	-	Owned
8	Canteen	1	1	-	Owned
9	Bathroom	4	4	-	Owned
10	Aula	1	1	-	Owned
11	Mushola	1	1	-	Owned
12	Generator	1	1	-	Owned
13	Parking Place	2	2	-	Owned
14	Well	1	1	-	Owned
15	PDAM	1	1	-	Owned
16	Lab Computer	1	1	-	Owned
17	Transportation	4	4	-	Owned
18	Sport Field	1	1	-	Owned
19	Library Room	1	1	-	Owned
20	Cooperative Shop	1	1	-	Owned

## B. Research Finding

### 1. The Use Of Word Composing Game To Improve Student's Ability in Analyzing Simple Present Tense

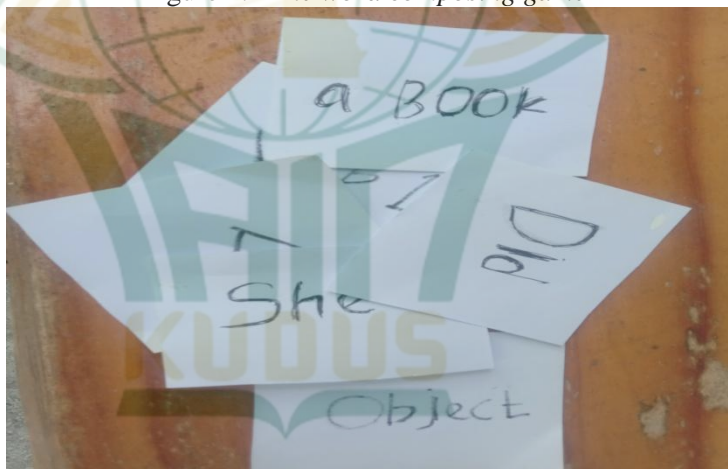
#### a. The Use Of Word Composing Game

Lesson starts at 12.30 WIB after the congregational prayer. When Mr. khudlori enters the class, meaning English lesson has started. The learning material is Simple Present Tense, Mr. Khudlori divides into small groups of 4-5 people in one group. All students follow orders and join their groups. Mr. Khudlori distributed sheets of paper containing words to each group to ask students to compose simple present tense sentences, and students had to analyze the work of other groups. The time given is about 30 minutes or one hour of learning. In using word composing games, students are very conducive and sometimes ask what they don't understand.

Figure 4.1 *The teacher prepares the lesson using the word compsing game*



Figure 4.2 *The word composing game*



b. Students' analyzing simple present tense

After all groups were finished, the teacher needs to evaluate students' abilities and understanding by giving assignments to analyze the results of compiling other groups' simple present tense. From the results of their group work, they were very enthusiastic and analyzed each other, even though their knowledge was still lacking, their confidence and enthusiasm in analyzing the simple present tense should be appreciated.

Figure 4.3 students analyze the work of other groups



The teacher's instructions when distributing papers, students are advised to pay attention to the explanation of the simple present tense material that has been conveyed. The results in group assignments are only in the form of games, students only analyze the results of other group work. The teacher only observes and provides corrections when analyzing is complete, such as placing the formula incorrectly. The teacher reviews the example text because the explanatory text is almost the same.

Several aspects that stand out here are the activeness of the students when using the word composing game. They are very active in group activities, help each other, and are not shy to ask questions if something is not understood. By using word composing games, they have more freedom to learn and understand the material they are looking for themselves, the result is that when using word composing they understand how to analyze the simple present.

## 2. The Supporting, and Obstacle in the Use Word Composing Game To Improve Student's Ability in Analyzing Simple Present Tense.

In order to obtain supporting and obstacle results regarding the use of word composing games to improve students' ability to analyze simple present tense, the researcher conducted interviews with students, especially class X-IPS.

“The use of word composing games to improve the ability to analyze the simple present tense is quite effective, and



fun because you can work together with friends and it is easy to understand the material. Because when we learn with pleasure it will be easy to catch a learning material And the Obstacle is the difference of opinion towards his group mates.”<sup>12</sup>

“The use of word composing games to improve the ability to analyze the simple present tense is fun, interesting, provides a different learning atmosphere, and is even easy to understand And the Obstacle is the difference of opinion towards his group mates.”<sup>13</sup>

In the statement above, it can be concluded that students can improve their ability to analyze the simple present tense using word composing games, and students are interested and motivated through games. Using games can make students feel happy and not bored during learning process.

## C. Discussion

### 1. The Use Of Word Composing Game To Improve Student's Ability in Analyzing Simple Present Tense

Word Composing Game is a game where you need to work together to arrange scrambled sentences into correct sentences. This research is still new. The use of this word-composing game is expected to be the best solution in the world of English education in simple present tense material.

There are two steps in implementing Learning using word composing games in analyzing Class Groups:

#### a. Preparation

Before starting the RPP, the English teacher at MA Ihyaul Uum is preparing some preparations well. The necessary preparations to optimal the learning process. To organize in the learning process, teachers need lesson plans. The purpose of the RPP is to process English learning with the desired target. Lesson The plan prepared by the English teacher of MA Ihyaul Ulum in the New Normal Era this time was a one-sheet lesson plan. RPP is an element that must be made by the teacher in systematic learning activities.<sup>14</sup> Therefore lesson plans, teachers can be more flexible in teaching. Flexibility can be interpreted by the

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<sup>12</sup> Participant , interviewed by the researcher, 21 July 2022, transcript, interview 1.

<sup>13</sup> Participant , interviewed by the researcher, 21 July 2022, transcript, interview 1.

<sup>14</sup> Isnawardatul Bararah, *Efektifitas Presencanaan dalam pembelajaran Pendidikan Agama Islam di Sekolah* (The Effectiveness of Planning in Learning Islamic Religious Education in Schools), Journal Mudarrisuna, Vol.1, No. 1 (2017), P.137

teacher's independence to be creative and innovative in learning activities, including packing teaching materials, determining the learning model, evaluating, and so on.

After giving the lesson plans, the teacher also prepares and chooses materials and media that will be used in the learning process. Various learning media can be used by teachers to deliver learning materials to students using a variety of media so as not too boring. With learning, media will be more meaningful and attract students' attention, increase students' enthusiasm for learning, improve student learning quality of learning, and facilitate communication between students and teachers.<sup>15</sup>

Selection of word composing game media as learning media is quite effective because it facilitates student learning, so students will understand the material.

b. Delivery

The second is the withdrawal of the use of word order games which are divided into several groups, word order games can help facilitate the learning process for students. The learning process involves students understanding the material actively. Furthermore, if students feel they have understood what the teacher has explained, they can form small groups of 4-5 people. Then the teacher will distribute a pack of paper to each group to compose simple present tense sentences. After all groups finished, they analyzed the work of other groups.

c. Follow-Up

The last is a follow-up in the form of analyzing other groups, each learning process requires several evaluations. Here the researcher found the evaluation carried out by the teacher. He uses communicative evaluation that is carried out, both at the beginning and at the end of learning. The teacher gives corrections to students when they finish doing the analysis, such as word placement. The teacher always asks students what they have learned so far at the end of class and asks how the example is to find out students' understanding of the material.

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<sup>15</sup> Tipani Liani Dewi, Dadang Kurnia, Regina Lichteria Panjaitan, *Use Of The Media Of The Snakes And Stairs Game On PIPS Learning To Improve Student Learning Outcomes On-Time Distribution Materials In Indonesia*, Journal Scientific Pen, Vol.2 No.1 (2017), P.2095

The use of word composing games to analyze the simple present tense is one of the teacher's innovations to make it easier for students to do learning. They can discuss and unite their thoughts well. Using this method also makes students think critically.

## **2. The Supporting, and Obstacle in the Use Word Composing Game To Improve Student's Ability in Analyzing Simple Present Tense**

Students can express their feelings after participating in simple present tense learning through word-composing games. They had a pretty good feeling about their involvement during the execution. The game of composing words is used as a medium to help students in the learning process. With this, the researcher conducted research through interviews to find out about the use of word-composing games in simple present tense learning.

The results of research conducted by researchers indicate that students' supporters and obstacles to the use of word-composing games are commonplace. They are satisfied with the learning outcomes they get in this study. Some students stated that they were interested in using word-composing games as a learning tool because they were interesting and fun.

In this study, the researcher only monitored the simple present tense learning activities using word-composing games. In the results of the study, the researcher assessed that students had no difficulty in understanding the simple present tense lesson through word-composing games. Therefore, the use of word-composing games is said to be an effective medium to improve students' ability to learn simple present tense.