

CHAPTER IV

FINDING OF THE RESEARH

In this chapter, the researcher presents the finding of the research. The researcher describes the finding of How do the students use Educaplay media in learning grammar based on student perceptions and What factors influence students' perception of Educaplay media in learning grammar at SMAN 1 PECANGAAN. The findings were divided into two parts. They were part 4.1, which explained how the students use educaplay media in learning grammar based on student perceptions and Part 4.2, which explained what factors influence students' perception of educaplay media in learning grammar.

4.1 The students use educaplay media in learning grammar based on student perceptions

The first aim of the research is to know the students use educaplay media in learning grammar based on student perceptions. The researcher conducted the research by giving interviews to the tenth-grade students of SMAN 1 PECANGAAN. There were six students from X7 as participant in the interview. Each participant gets the same question. Furthermore, the researcher conducted interviews in Bahasa to obtain further information. Participants were labelled P1 as participant 1, P2 as participant 2, P3 as participant 3, P4 as participant 4, P5 as participant 5, P6 as participant 6, in this research, there are several categories of perceptions, such as Benefits of using educaplay, students feeling on using educaplay, and students' grammar skills.

4.1.1 Benefits of using Educaplay

4.1.1.1 The students' knowledge about educaplay

first analysis found that all participant gets the benefit for using educaplay based on their knowledge, view, expectation, intellection, experience. From aspect knowledge, two of them already knew about educaplay before, those are P1 and P6.

P1 stated that educaplay is the site that contains media that can be used in learning and P6 stated that she seemed to have known about educaplay before taking class

with the researcher, she also stated that it seemed like there were teachers who had already used this media. As a result, several participant's response:

Extract 1

P1: **Educaplay is like a site** that contains learning media.

Extract 6

P6: **I already know a little about it**, it seems like there are already teachers who use this game

Additional student perceptions are from P2, P3, P4, and P6, and four of the students did not know about this media before it was used by researchers, as shown in the following extract:

Extract 2

P2: **No**, I found out about educaplay when I was in class with Miss Dina, educaplay is a fun media.

Extract 3

P3: Previously **I didn't know** about educaplay, I found out during Miss Dina's lesson.

Extract 4

P4: *Eeeem*. **I didn't know before**, but since studying with miss Dina, I know what educaplay is and what kind of games are available on educaplay.

Extract 5

P5: **No**, I first got to know Educaplay when I was in class with Miss Dina.

Based on the extract above P2 stated that before learning about educaplay, he was not familiar with it. He claimed that he first learned about this media when taking a class with researchers. after learning about educaplay he said educaplay is fun media. P3 and P5 concurred, stating that the only time he was exposed to this media was in a class with a researcher. P5 said that after having a class with a researcher, he realized that educaplay featured a lot of games. He also expressed

the same thing, that he just learned about this medium after he had a class with a researcher. The study discovered from the snippet above that students' use of educaplay while learning grammar can result in a favorable perception.

4.1.1.2 The students Thinking about educaplay

The next student's perception on using educaplay in learning grammar indicated the perception of the students thinking about educaplay based on the view. As a result, several participants response:

Extract 1

P1 : I appreciate education because on this site **it's fun so it's not boring**, it doesn't feel like learning is **suddenly finished**.

Extract 2

P2 : Educaplay is an **interesting media**, after learning. With Miss Dina, I think English is **easier to understand**.

Extract 3

P3 : **Interesting** because thanks to educaplay it's **easier to understand** the lessons.

Extract 4

P4: **It's interesting**, it's more fun, more exciting, more understanding, because it's easier to use.

Extract 5

P5 : Not bad, from initially not being **interested** in learning English to being quite interested.

Extract 6

P6 : **It's fun** to learn, there are games, I like playing games, so **I don't get bored of learning**

Based on the extract above P1 thinking that it appreciates the game and it feels like learning is suddenly finished. P1, P2, P3, P5, P6 stated that the educaplay is interesting media, P1 and P6 stated that educaplay is fun, P1, P3 stated that educaplay is not boring media, P2, P3 stated that English is easier to understand. From the extract above the researcher found that the students use educaplay in learning grammar can give positive perception, the students get the benefit.

4.1.1.3 The students can improve the grammar

The next student's perception on using educaplay media in learning grammar indicated the students hopes for improving the grammar using educaplay based on their expectation. it can be identified from the extract below:

Extract 1

P1 : I want to **use other types** to support my grammar learning

Extract 2

P2 : Study **using Educaplay at home before the exam**, hoping that my grammar skills will improve.

Extract 3

P3 : To improve my grammar, maybe **I want to try using it at home**.

Extract 4

P4 : **I want to use this media by myself at home to improve my skill**, no need to use it with teachers, usually use fill in the blank games.

Extract 5

P5 : Yes, I hope that **I will be smarter and better understand grammar**.

Extract 6

P6 : It can also **use at home, I hope my grammar will be better, more**

fluent, Hehe...

Based on the extract above, the researcher found that the students hope for improving the grammar after using educaplay, P1 stated he wants to use other types to support his grammar learning, P2 stated using Educaplay at home before the exam, hoping that the grammar skills will improve, P3 and P4 stated that they want to use the media to study at home by themselves, P5 and P6 stated that their grammar better after use it.

4.1.1.4 The students can find new idea in learning

The next student's perception on using educaplay in learning grammar indicated that the students find new ideas in learning English using educaplay based on their intellection, As a result, several participant's response:

Extract 1

P1: Yes, one of them is by **using educaplay, by using all types of games.**

Extract 2

P2: Watching animation videos, and using other games related to English, **I tried using the games on Educaplay.**

Extract 3

P3: So far, **I've only tried Educaplay games**, but I haven't had any new games yet.

Extract 4

P4: Like **using the games on educaplay**, try other games.

Extract 5

P5: By **playing EducaPlay at home or school**, when I'm at home I usually open the EducaPlay game, during **free hours at school** I also use it to open EducaPlay.

Extract 6

P6: Read, listen to songs, watch videos, and **play other games on educaplay.**

Based on the extract above the researcher found that the student's perception of new ideas in learning English using educaplay, P1, P2, P3, P4, P5, P6 stated that using educaplay and all different kinds of games is one of them is the idea.

4.1.1.5 The students think after using educaplay

The next student's perception using educaplay media in learning grammar is the students thinks after using educaplay for learning grammar Based on their experience. It is also one of the parts of the benefit of using educaplay. It is shown in the extract below:

Extract 1

P1: **It's easier**, more fun, especially the type of person like me who is very lazy to look at a writing board, so I really like this website. **Since using educaplay I have become more enthusiastic about learning**, because **learning is no learning boring**. Previously, it was only on the blackboard and boring, **now it's more fun since educaplay exists.**

Extract 2

P2: **Learning using educaplay is not boring** and will increase interest in learning. Apart from that, **I can also increase my grade** because of studying harder using educaplay.

Extract 3

P3: Easy to understand and remember, for the simple present I understand better. after using educaplay, **I understand the material better** because **educaplay media is easier to understand than other media.**

Extract 4

P4: It's very easy because it is easy to use as a learning media. **After I used**

educaplay my learning became more enthusiastic, it was easier to remember the material, apart from that, and it was also easy to understand the material, so it **added better grades** than before.

Extract 5

P5: **My grammar is better than before**, and I understand simple present better. After I used educaplay **I was able to understand the material more easily** and also mastered the material better, apart from that was **also more enthusiastic about learning the material**, of course so **my grades will be higher than before** using educaplay.

Extract 6

P6: *Eeem...* It's quite an improvement, miss, so **previously I didn't understand simple present, etc. I understand better now**. after learning with educaplay, **it made me enthusiastic about learning**, because **I felt fun when studying**. Apart from that, using the educaplay application has **increased my activeness in learning**, such as frequently asking and answering direct questions given by the teacher, the impact is that **my grades have become better** and have increases again.

Based on the extract above the researcher found that the student's perception after using educaplay in learning grammar, P1,P4,P5,P6 feel more enthusiastic about learning, P1,P2 feel the learning is fun, the grades have become better is Thinking of P2,P5,P6, understand the material is thinking of P3,P5,P6, the student also think that educaplay is easier to use that other media, three of them are P1,P3,P4, grammar is better than before is thinking of P5, and more activeness in learning is the perception of P6.

4.1.2 Students Feeling on using Educaplay

According to the findings of the interviews, several participants had the same perception on the students feeling on using educaplay based on their own experiences in feeling, emotion and evaluation. They said they liked Educaplay, but their perceptions varied.

4.1.2.1 The students can like educaplay

The first student's feeling on using educaplay media in learning grammar indicated the students likes educaplay media based on feeling aspect. it can be identified from the extract below:

Extract 1

P1: **Yes, I like it.** we don't get bored because there is variety in learning.

Extract 2

P2: **I like it,** because it's really fun, not just looking at the blackboard but also learning grammar with games like matching words.

Extract 3

P3: **I like it** because it's interesting and makes me more active.

Extract 4

P4: **I really like it,** because using games makes learning more exciting, when in class you don't feel sleepy because the media doesn't just use a blackboard.

Extract 5

P5: **That's not bad miss,** because it's not boring, it's different from learning by using a book, looking at the English text I'm confused, but if I made a game like that I wouldn't be confused.

Extract 6

P6: **I Like it,** learning becomes more exciting and not boring. In my opinion,

the boring thing about studying is just giving material continuously.

Based on those extracts above, the researcher found that the students mostly like if the learning using educaplay, P4 stated that learning using games make the learning more exiting P2 stated that it will be exiting cause it's not just looking at the blackboard, P5 stated that it is very different with the other.

4.1.2.2 Being more spirit using Educaplay

The next student's feeling on using educaplay media in learning grammar indicated the students more spirit when learning using educaplay media based on their emotion. it can be identified from the extract below:

Extract 1

P1: I'm **definitely spirit miss**, because that's where we play around, we don't get bored, usually we just look at books.

Extract 2

P2: Yes, **I'm more spirit**, I'm also more active in class.

Extract 3

P3: **Very spirit**, the class is also very busy and I don't feel sleepy.

Extract 4

P4: **Very spirit** because my score has increased thanks to Educaplay, previously my score was according to Kkm, but after learning to use Educaplay it became 80 at PAS.

Extract 5

P5: **A little spirit firstly**, when I saw my friends will be spirit too.

Extract 6

P6: **Yes, I am more spirit** about learning because I see other friends are spirit too.

Based on those extracts above, the researcher found that the students mostly spirit if the learning using educaplay, P1 stated that learning using educaplay make them spirit and it is not bored like when only using books, P2, P5, P6, stated that they will be more active when they look other friend spirit too, P3 stated that it's not sleepy class, P4 stated that more spirit cause gets better score.

4.1.2.3 The student getting better score using educaplay

The next student's feeling on using educaplay media in learning grammar indicated the students get better score when learning using educaplay media based on their evaluation aspect. it can be identified from the extract below:

Extract 1

P1: I am grateful for my previous score of **75, now 87.**

Extract 2

P2: Alhamdulillah, it increased from **77 to 80.**

Extract 3

P3: Increased ma'am from below **kkm to 80.**

Extract 4

P4: My score has increased thanks to Educaplay, previously my score was according to Kkm, but after learning to use Educaplay it **became 80** at PAS.

Extract 5

P5: Yes, not bad, my score which was originally **below kkm became above kkm**

Extract 6

P6: Yes, it's better, further increased, **From 75 to 90**

Based on the extract above, The results of Educaplay had a good impact on evaluating their PAS scores, their scores were better and increased from those

below KKM to above KKM, some were already at KKM, now they are above KKM. , some are below KKM to 80, some are 75 to 87, 77 to 80, and the coolest 75 to 90.

4.1.3 Students' grammar skills improvement

The third analysis is the students' grammar skills improvement about using Educaplay, according to the Interview result, all participants agreed that Educaplay can help them in improving for learning grammar. The majority of them stated that using Educaplay make more active and understand the grammar more.

4.1.3.1 having own motivation using educaplay

The first student's grammar skills improvement on using educaplay media indicated the student's having own motivation to use educaplay based on motivation aspect. it can be identified from the extract below:

Extract 1

P1: Yes, when I'm at home I like to study, so what I get from school I usually study again at home, rather than forgetting it's better to repeat it again.

Extract 2

P2: When I'm at home I study alone so I understand English better, in my free time I also use it.

Extract 3

P3: For my initiative, I only use the fill-in-the-blank game type.

Extract 4

P4: Yes, at home I have also tried it myself, my favourite fill in the blank game.

Extract 5

P5: Yes, that's when I'm at home or school when I'm free, so I open

educaplay.

Extract 6

P6: **Yes, I usually use it when I have free time**, after class with Miss Dina, I open Educaplay again.

Based on those extracts above, the researcher found that the students Try to having own motivation using educaplay, P1, P2, P3, P4, P5, P6, stated that they try to open educaplay media again in a free time and at home.

4.1.3.2 The student's activity with the other teacher in using educaplay

The next student's grammar skills improvement on using educaplay media indicated any activity other lesson or the students using this media with the other teacher, it can be identified from the extract below:

Extract 1

P1: **Yes, like the history maple**, the teacher uses Educaplay too, not only in English, I think the maple that uses this media is more efficient and easier to understand.

Extract 2

P2: **There is a history lesson**, it's just as fun as the other lessons, when history is synonymous with memorization, kingdoms, and years, it all becomes easier to remember

Extract 4

P4: **There are several lessons that use it, such as civics and history**, it's also fun. Usually, these lessons involve a lot of memorizations and make you sleepy, but using this you don't feel sleepy.

Extract 5

P5: **It's in history class.**

Extract 6

P6: **There is a history lesson**, it's also interesting, so don't feel sleepy because usually lessons are synonymous with memorizing.

Based on those extracts above, the researcher found that the students getting any activity with the other teacher on using educaplay, P1, P2, P4, P5, P6, stated that history teacher use this media, P4 also stated civics teacher also ever use educaplay media, they also stated that the maple that use this media will be efficient and easier to understand, cause as usually the history maple is identic with memorizing the kingdom or year. Any other perception is from P3, it stated that forgot for using educaplay using educaplay, below is the responds:

Extract 3

P3: **Don't know yet, forget it hhh...**usually, the media used by teachers is only whiteboards or not ppt.

4.1.3.3 The Students understand the grammar more on using educaplay

The next student's grammar skills improvement on using educaplay media indicated the students understand the grammar after using eduaplay based on behaviour aspect, it can be identified from the extract below:

Extract 1

P1: Before using educaplay I felt a little difficult in learning, especially in understanding the material, but after using it, I understand the material better because educaplay is easy media **simple present will be easy to understand, It is easier accepted by my brain.**

Extract 2

P2: **Yes, I understand better** because I practice the questions in EDU, for example, if I don't know the structure of the simple present, this media makes it easier to understand.

Extract 3

P3: **Yes, I understand the simple present better.**

Extract 4

P4: **Yes, what's more, previously I was still confused about the simple present but when I learned using games it became easier to understand.**

Extract 5

P5: **Yes, by using Educaplay I understand English better, especially grammar.**

Extract 6

P6: **Yes, be more understanding.**

Based on those extracts above, the researcher found that the students understand the grammar more after using educaplay, P1, P2, P3, P4, P5, P6 stated that they understand more the simple present, P1 also stated that the material or the simple present is easier accepted by my brain because that media.

4.1.3.4 Being more active using educaplay

The next student's grammar skills improvement on using educaplay media indicated the students think that more active when using educaplay based on perception activity aspect, it can be identified from the extract below:

Extract 1

P1: Of course, **I feel more active** because **it's more fun and more comfortable**, so if we're comfortable, learning becomes easier to understand, **and we become active, it's different if we don't understand, we just stay quiet and become inactive.**

Extract 2

P2: **Yes, be more active** in class during learning.

Extract 3

P3: **Very active**, because usually I'm sleepy during grammar lessons or **I'm talking to my friends**.

Extract 4

P4: **Yes, more active** than usual, when in class everyone is active, **no one is sleepy**.

Extract 5

P5: **Yes**, usually **I feel like I'm really lazy about answering questions** because I didn't understand the material beforehand, **but when I understand it, I want to answer**.

Extract 6

P6: **More active**, so I answer more often, seeing others active makes me more enthusiastic.

Based on those extracts above, the researcher found that the students being more active when using educaplay, P1, P2, P3, P4, P5, P6, stated that they will be more active, P1,P5 also stated that they become active, it's different if it don't understand, it just stay quiet and become inactive, that he feels like really lazy about answering questions and after using he understands the material and wants to answer,P3 also stated that usually he is sleepy during grammar lessons or talking to her friends.

4.2 The factors influence students' perception of Educaplay media in learning grammar

The second objective of the research is to find out what factors influence students' perception of educaplay media in learning grammar, the researcher conducted the research by giving Focus Group Discussion to the tenth-grade students of SMAN 1 PECANGAAN. The group will be divided into 2, one group contains 3 students, the name of first group is Queen and the second group is King, and the researcher will be the moderate.

4.2.1 Students interaction and involvement in using educaplay

4.2.1.1 The students thinking about Educaplay

The first analysis is the students' interaction and involvement in using educaplay, indicated the students thinking about educaplay media based on Physiological aspect, the first group stated that educaplay is an interesting media also educaplay easy to use, because we can use it via handphone, it can be identified from the extract below:

Extract 1

Queen: **educaplay is an interesting and easy-to-use** media because we can access it via cellophane only

4.2.1.2 The students like educaplay

The next analysis is the students' interaction and involvement in using educaplay, indicated the students like educaplay media based on attention aspect, King group stated they like educaplay for learning grammar because educaplay is interesting, easy, and efficient. it can be identified from the extract below:

Extract 2

King: **yes, we like educaplay** media because it is **interesting, easy, and efficient.**

4.2.1.3 Being interested in educaplay media

The next analysis is the students' interaction and involvement in using educaplay, indicated the students interested in educaplay media based on interest aspect, the Queen group stated they like educaplay for learning grammar because educaplay is interesting, and educaplay having many games that we can use, it is varied and fun games, it can be identified from the extract below:

Extract 3

Queen: Educaplay is very interested because in EducaPlay **there are lots of games** that are **easy to use** and **very varied and fun.**

4.2.1.4 The most suitable game in Learning grammar

The next analysis is the students' interaction and involvement in using educaplay, indicated the students have the most suitable game in educaplay media or which one most suitable for their learning based on unidirectional needs aspect,

the king group stated they choose the fill-in-the-blank game because it's just to enter the missing word. it can be identified from the extract below:

Extract 4

King: **We like the fill-in-the-blank game** the most because it's easier just to **enter the missing words.**

4.2.1.5 The most game in Educaplay

The next analysis is the students' interaction and involvement in using educaplay, indicated the most games that the students like in educaplay media based on experience and memory aspect, the Queen stated they like the most games in educaplay, they Fill in the blank because it's easy just to match or enter the missing words. it can be identified from the extract below:

Extract 5

Queen: **Fill in the blank** because it's easy **just to match or enter the missing words.**

4.2.1.6 Students feeling playing Educaplay

The next analysis is the students' interaction and involvement in using educaplay, indicated the students feeling when play the game based on mood aspect, the king stated they using that game more comfortable than just paying attention to the blackboard in front it is make fun and they don't get. it can be identified from the extract below:

Extract 6

King: After playing using educaplay, I think it is more efficient, **more comfortable than just paying attention to the blackboard in front**, because **when we only use the blackboard in front, we get sleepy**, so the class becomes fun when using educaplay, unique.

4.2.2 Utilization of features in digital media

The second analysis is utilization of features in digital media, according to the Interview result, all group giving the perception of the features in educaplay, based on the size, placement object or stimulus aspect, object colour aspect, uniqueness stimulus aspect, intensity stimulus, motion stimulus.

4.2.2.1 Educaplay is easy media

The first analysis is the utilization of features in digital media indicated that the educaplay is easy media based on size, placement object or stimulus aspect, the Queen group stated that educaplay is easy to use, because we can use it via handphone, we don't need to use the laptop it can be identified from the extract below:

Extract 1

Queen: **Easy to use** because **we can access it via hand phone without having to use a laptop**

4.2.2.2 Educaplay can help in learning grammar

The second analysis is the utilization of features in digital media indicated that the educaplay can help the students in learning grammar, based on object and colour aspect, the king group stated that educaplay have variations games, and educaplay is colourful game but it is not distraction the player, it can be identified from the extract below:

Extract 2

King: **Yes, I like that there are lots of variations** in this application, **colorful but it is not distracting.**

4.2.2.3 Educaplay is unique media

The third analysis is the utilization of features in digital media indicated that the educaplay the unique media that can use in learning grammar, based on uniqueness stimulus aspect, the Queen group stated that educaplay have variations games, most of all are the unique games. it can be identified from the extract below:

Extract 3

Queen: Educaplay is very interesting media because it contains many varied and unique games.

4.2.2.4 The students use educaplay until now

The next result is the utilization of features in digital media indicated that the students use the educaplay until now in learning grammar, based on intensity stimulus aspect, the King group stated that they still use educaplay in learning

grammar until this day, they also stated that any other teacher that use the educaplay too, for the example is the maple history. it can be identified from the extract below:

Extract 4

King: **We use educaplay to this day**, not only when studying with miss Dina, any **other teachers use educaplay too**, for example, Maple history.

4.2.2.5 The impact of Educaplay media

The next result is the utilization of features in digital media indicated that the impact that we can get from educaplay media based on motion aspect, the Queen group stated that they can get benefit from using the educaplay, they can easily understand grammar, their grades increase, and their spirit for learning increases. it can be identified from the extract below:

Extract 5

Queen: The benefit that we get is that after using this media, **we can easily understand grammar, our grades increase, and our enthusiasm for learning increases.**