

CHAPTER IV

RESEARCH FINDING AND DISCUSSION OF RESEARCH

This chapter explain about the research finding and discussion about what are the researcher has found during the study' based on data collection, observation, interview and documentation.

The researcher take the data from inside of the class in the teachr's activities in teaching english subject. Especially in eight tenses by using innovative approach a cozy game at MA Baiturrahman pamekasan.

A. Research Finding

1. The Result of Observation in Using Cozy Grammar Game in Learning English Eight Tenses of MA Baiturrahman pamekasan.

The researcher explain about the result of the using cozy gramar games in lernaning eighth tenses at MA Baiturrahman pamekasan. For answering the research question stated in the previous chapter. This research was conducted with two times of observations.

a. The first observation

The researcher describe from the result of the research that has gotten through from firts observation. The researcher took the data from teacher and student activities when the teaching learning process. The first observation was conducted on Sunday 09 Oktober 2023.

The teacher has applied three activities in the class: Pre-teaching' whilst teaching and also post taching. The steeps would be explained by researcher as follow:

1) Pre-Teaching

a) The teacher enter the class and saying salam.

b) Then the teacher begin the class before learning process by praying together with the student.

c) The teacher checking the attendance list of students.

d) And then the English teacher says

Teacher: Good morning my students?

Students: Good morning mam

Teacher: How are you today?

Students: I'm fine thank you, and you?

Teacher: I'm fine to thank you

e) The teacher gave ice-breaking before learning process begins.

Ice breaking

(Morning, afternoon, evening or night)

This game can be played without the need for tools, the way to do this is simply to create a story, in the story there are the words morning, afternoon and evening.

Example the story: Yesterday I met my friend in front of the book shop then I said hello and asked when he had been here and my friend answered since this morning at 07:00, and it turned out that yesterday afternoon we have also in front of the book shop waiting to be picked up by his brother after after chatting for a long time they went home together, because they rarely see each other, they just go for a walk and have dinner and then go home at night.

Every time I say the morning, the students must clap their hands together 1x, if the word afternoon they must clap their hands 2x, and they must clap their hands 3x twice for the word evening.

If there are students who do not follow instructions, they can be given a punishment that you have previously agreed to.

f) The teacher explained the activity which was going to do in the class and explain the purpose of teaching and learning process.

In the teaching and learning process especially in English language learning in material tenses is an activity of teacher and students who have a reciprocal relationship that takes place in an educational situation which contains learning to achieve certain goals. The activity that will be carried out in my class now is learning while playing with game so that this learning doesn't make you tense or bored so, we study first then play to find out how far you understand the tenses material that I will explain.

g) The teacher asks the students to listen to the explanation of the tenses material, in terms of academic and students knowledge. The teacher can assess and find out

the extent of the students ability understand the tenses material using the game method and look at each teachers notes on each meeting

h) And then teacher asked to the students about a rediness of him the students to follow English learning subject.

Teacher: Are yo ready to study in this class today?

Students: yes I'm ready mam

The teacher delivered that the student will learn about formola eight tenses, "today we will learn about formula eight tenses"

Teacher: do you know what a tenses?

Students: no mam

Teacher: oke, let me explain to you.

After the teacher asks wether the students are ready to learn or not, the teacher first explains the meaning about tenses.

Tenses are part of grammar, which is a grammatical category that focuses on differentiating verb forms (verb) to express differences in time, period or state.

Tenses are one the basic in study English in order to communicate well and understandly by the person you are talking to or someone else the language used must be in accordance with predetermined rules, where these rules must be adapted to terms of time namely tenses, mastery of tenses is something that should not be ignored because this is the key to more perfect conversation.

After the teacher has finished has explain about tenses the teacher continoues with the tenses material.

The resarcher will also explain about the result of the activities which is in the happened in the classroom. In this cause the teacher done activities very good, it mean that the researcher gives explanation about the criteria that the teacher has done in the pre-teaching. The teacher did pre-teaching well. Therefore the student pay attention to the teacher explanation.

2) Whilst Teaching

This section is main activities in teaching learning process. The researcher will describe the situation of english teaching learning eight tenses in class MA baiturrahman pamekasan.

Here, the researcher as obsever who observed the activity in the classroom while the teacher proces of using a cozy grammar game method in teaching eight tenses.

Before the teacher plays the game to the students, the teacher first explains the material tenses using the teacher's lecture method of the teacher explaining and the students listening starting from the meaning of tenses, structural of tenses, type of tenses, and tenses formulas along with example sentences, then after the teacher has finished explaining the teacher asks students to be observe the use of cozy grammar games on tenses with the aim of supporting students to better understand the tenses material. The teacher explains the rules of the cozy grammar game in the tenses material are that the students line up in row backwards, the second row is to answer the contents on the back of the paper if the designate students can answer, then the students who chose the sentence in the first row will be punished. If the designated student cannot answer then he will be punished according to the agreement at the begining anything.



In summary here are the steps of using cozy grammar game in eight tenses:

- a) The teacher prepared as paper on which various kinds of tenses, tenses formulas and examples of tenses sentences are written.
- b) Then the teacher folds the paper into a rectangular shape according to the sentence he wrote.
- c) Then the teacher demonstrating the game by asking all students to come to the line up the back.
- d) Then the teacher places the paper media on the five fingers of his right hand.
- e) Then the teacher asks the students in the front row to choose the sentence on the first folded paper, then the students choose the sentence and the chosen sentence is spelled according to the number of words chosen.
- f) Then the teacher plays the paper with five fingers, for example, the students choose a grammar sentence and then spell it together like this “G-R-A-M-M-A-R” after that the teacher stops playing with his hands when the sentences is finished.



- g) After finished spelling the sentence and having reached the second fold, students are asked again to choose the number that already has the sentence on the second fold of paper and the students chosen number two and then the teacher unfolds the paper, paper numbered two which contains a simple past tense formula.
- h) Then the teachers asked other students or students in the second row to answer what formulas for the simple past tense contained in the second fold that their friend chose.
- i) After the second student is appointed to answer the question on folded paper number two, the teacher give them 30 seconds to answer the question.
- j) If the designated students cannot answer than they will be punished according to the previously agreed punishment rules and if the designated student can answer then the person who chose or played previously will be punished and the game continues until all students have played.
- k) Then the teacher gives them time to ask what you don't understand about the tenses material that was explained earlier.

3) Post Teaching

This section is the last point in teaching learning process.

- a) The teacher asks students to continue the task at home by memorizing several tenses and submitting them at the next meeting.
- b) The teacher give reflection about material.

Teacher: Is the game I use difficult to play?

Student: No mam.

Teacher: Can you understand the tenses material by using games?

Student: Yes, alright mam.

Teacher: Do you understand what I taught you?

Student: Definition of tenses, tenses formula.

Teacher: So what else?

Student: Various tenses and examples of tenses sentences according to the tenses.

Teacher: okey, good that means you understand everything, right?

Student: God willing mam.

- c) The teacher close the teaching learning process by praying together and salam.

*“Hopefully the knowledge gained today is useful, see you next week.
Wassalamualaikum warahmatullahi wabarakatuh”*

b. Second observation

The second observation of the research was conducted on Sunday, 10 October 2023. This meeting is like first meeting where the researcher as passive participant which just observed the teaching learning process. There are three steps of this meeting it will be discuss in the following:

1) Pre-Teaching

- a) The teacher enter the class and saying salam.
- b) Then the teacher begin the class before learning process by praying together with the student.
- c) The teacher checking the attendance list of students.
- d) The teacher explained the activity which was going to do in the class and explain the purpose of teaching and learning process.

The second meeting the result of this activities are same with the first observation. The teacher did the activities very good. it mean that the pre-teaching before the teaching learning process.

2) Whilst Teaching

- a) The teacher asks the student is name Ruroh to sit neatly at their desks.
- b) The teacher reviews last weeks tenses material.
- c) The teacher asks student to get ready to move forward to deposit their memorization.

- d) The teacher asks other student to listen to their friends who are depositing memorization.

The teacher thought in the wish-teaching well, so the students can pay attention to the teachers intruction and explanation. Therefore the students can finishing the task by the game, the students also enjoy and more spirit joining the activity. It was proved when the students send their idea and devide the task in each friends, therefore they can write the task namely some tenses are good and correctly.

3) Pos Teaching

- a) The teacher asks students qstions from the material presented at the end of the lesson.
- b) The teacher provides reflections about the material and motivation about the them.
- c) The teacher closes the material by praying together then greeting.

The last steps of this activities are different than the first meeting, the result of this activity the teacher has been success in the teaching learning process. In this case when the teacher thinks by using a game strategy, the researcher finds that this game strategy makes students more anthusiatic and more active in learning so that they can complete learning and assignments about tenses properly.

The first meeting the teacher gives material and explains the material to students then gaves a game about tenses material to guess and the second meeting the teacher also uses games to train students to understand the material more easily and easiliy remember, then after the game is over the teacher gave contruction to students to ask the teacher when they have difficulty in learning tenses then the teacher also provides motivation and guides students to learn and memorize the thesis correctly.

In addition the game method in thesis learning is quite formative and easy to understand lessons because in this game student who where initially not enthusiastic about learning because of the game so that it waseasier to understand, and understand.

After that to make this data more valid the researcher also conducted interviews with english teacher and students.

2. The Result of Interview in the using a Cozy Grammar Game Method in Teaching Learning Tenses at the MA Baiturrahman Pamekasan.

1) Interview to the teacher

The teacher explains the process of using the cozy grammar game in learning tenses, the factors that support to useof the cozy grammar game learning tenses. This is supported by the result obtained trough interview his so that the data is more valid. The researcher interviewed the teacher named Srihatus Sholehah on the date .The result of interview:

Direct interview with the english teacher was on Sunday, 09 October 2023. This interview the researcher asked same questions to English teacher answer the questions.

While the result of interview with the English teacher of MA Baiturrahman Pamekasan. Srihatus Sholehah about How to use a cozy grammar game in teaching learning tenses? and teacher answered:

“Berbicara tentang penggunaan game, game merupakan salah satu metode yang banyak di gunakan oleh guru bahasa inggris atau guru yang lainnya karena pembelajaran yang menggunakan game di anggap mempunyai daya tarik yang kuat untuk mengajak siswa belajar dengan santai tidak terlalu serius tetapi membuahkan hasil pemahaman atau pengetahuan yang baik dari materi yang di pelajari dengan menggunakan game tersebut cukup membuat siswa semangat belajar dan juga mudah memahami dan menghafal materi tanpa keluh kesah dan malas namun masih banyak siswa yang tidak begitu tertarik dengan mata pelajaran bahasa inggris di tambah lagi minat dan bakat mereka berbeda-beda

sehingga di butuhkan yang namanya ke kreatifan guru agar siswa lebih semangat dan enjoy dalam belajar ya harus menggunakan game, salah satunya ya cozy grammar game ini yang di modifikasi sesederhana mungkin agar siswa lebih mudah dalam memainkan game dan yang paling penting pengetahuan dan penghafalannya”

“Talking about the use of games, games are one method that is widely used by English teachers or other teachers because learning using games is considered to have a strong appeal to encourage students to learn in relaxed manner without being too serious but producing good understanding or knowledge the material studied using this game is enough to make students enthusiastic about learning and it is also easy to understand and memorize the material without complains or laziness but there are still many students who are not very interested in English subjects plus their interested and talent are different so something is needed to the teacher’s creativity so that students are more enthusiastic and enjoy learning you have to use games, one of them is the cozy grammar game which has been modified as simply as possible so that it is easier for students to play the game and must importantly the knowledge and memorization”¹

Based on the result of interviews with English teachers and reinforced by observations made by researcher at MA Baiturrahman school and the researcher were only observers during learning the result of the interview above can be concluded that the use of game methods in learning English really helps students to be more enthusiastic about learning and it easier to understand and memorize the material by using games that have been modified by teachers at the school. The researcher also asked about the teaching and learning process, it is about what is the learning process for the game going, and teacher answer:

“Berbicara jalan atau tidaknya sudah pasti berjalan karena memang siswa lebih suka jika belajar sambil ada permainannya dan permainan tersebut juga merupakan salah satu cara agar siswa tidak bosan belajar dan mengingat karena di antara mereka ada yang semangat ada yang tidak, jadi memang harus ada permainannya di sela-sela pembelajaran dan permainan tersebut berkaitan dengan materi yang di pelajari”

“Talking about walking or not is definitely working because students prefer to learn while playing games and games are also a way so that students don’t get bored of learning and remembering because some of them are enthusiastic some are not, so there must be games in between, between learning and games are related to material being studied”²

¹ Srihatus Sholehah, English teacher, Direct Interview, (Pamekasan, 09 October 2023 at 08:00 am)

² Srihatus Sholehah, English teacher, Direct Interview, (Pamekasan, 10 October 2023 at 11:00 am)

Based on the statement above, the researcher can conclude that the use of the game works as expected and makes students more effective in learning, and the researcher also asks about the differences before using the game cozy and after using the game cozy, and the teacher answer:

“Ya tentu saja, mereka mempunyai perbedaan antara belajar menggunakan game atau belajar tanpa game ini sangat berbeda, siswa yang hanya belajar tanpa game membuat mereka merasa bosan dan jenuh bahkan malas untuk belajar, namun ketika belajar sambil bermain game mereka merasa riang dan semangat karena mereka merasa lebih enjoy dan nyaman tidak ada beban apapun jadi yang sulit akan menjadi lebih mudah jika di bawa enjoy tidak di bawa stres atau di jadikan beban sehingga otaknya lebih encer dan mudah dalam memahami materi”

“Yes of course, they have a difference between learning using games or learning without games this is very different, students who only study without games make them feel boored and lazy to study, but when learning while playing they feel careful and enthusiastic because they feel more enjoy and comfortable there is no burden whatsoever so what is difficult will become easier if you carry it enjoy it dnt’n carry stress or make it a burden so your brain is clearer and it easier to understand the material”³

Based on the statement above the researcher can conclude that the use of the game method in learning tenses has a difference, the teacher said that using game can make students more enthusiastic about learning then before and it was better. Then the researcher asked the teacher about the students feelings based on the teacher’s observations when teaching in class use the game. The teacher answer:

“Tentu saja, seperti yang saya sampaikan tadi bahwa metode game ini membuat siswa lebih giat dan lebih semangat karena ini adalah salah satu sumber yang dapat membuang rasa malas dalam belajar, yaitu belajar sambil bermain sehingga perasaan mereka jadi merasa bahagia dan riang meskipun bukan anak TK lagi tetapi game juga berpengaruh bagi diri siswa”

“ Of course, as I said, earlier this game method make students more active and more enthusiastic because this is one source that can get rid of feelings of leziness in learning ,learning while playing so taht it makes them fell happy and carefree event though they are no longer TK but games also has an impact on students”⁴

³ Srihatus Sholehah, English teacher, Direct Interview, (Pamekasan, 16 October 2023 at 08:00 am)

⁴ Srihatus Sholehah, English teacher, Direct Interview, (Pamekasan, 17 October 2023 at 08:00 am)

The researcher also asks to the teacher about what does the teacher give students time to ask questions before the lesson is closed or finished, then the teacher answer:

“Ya pasti, saya memang selalu memberikan waktu dan kesempatan bagi siswa untuk bertanya bagian materi yang belum faham karena tidak semua siswa mempunyai pemikiran yang sama mereka mempunyai persepsi yang berbeda-beda dari apa yang mereka ketahui”

“Yes ofcourse, I always give time and opportunity for students to ask questions about part of the material that they don't understand because not all students have the same thoughts they have different perceptions of what they know”⁵

Based on the statement above the researcher concluded that students felt happier and easier to accept the material when the teacher guided the students painstakingly so that the students gained knowledge and they could learn well. Then the researcher asked the teacher about what the factors that support a cozy grammar game in teaching learning tenses on students, the teacher answer:

“Mengenai faktor pendukung itu sangat banyak sebenarnya, yang pertama melalui media, dan yang kedua melalui tugas atau latihan. Untuk media yang di gunakan saya menggunakan bahan sederhana yaitu kertas yang di modif menjadi game nama game tersebut cozy grammar game dengan tujuan memudahkan siswa dalam belajar memahami dan menghafal, kemudian mengaplikasikan game pada proses belajar mengajar materi tenses”

“Regarding the supporting factors there are many in fact, the first is thought media and the second is thought assignments or exercise. For the media that I use simple materials namely paper is modified in to a game the name of cozy grammar game with the aim of making it easier for students to learn understand and also memorize later applying to the teaching and learning of tenses material”⁶

Based on the statement above it can be concluded that apart from the supporting factors that exist within students and teachers there are supporting factors from outside namely in the form of practice or interaction playing, this game is to encourage students enthusiasm for learning then there are also media factors that support the students learning process which in terms of in this case

⁵ Srihatus Sholehah, English teacher, Direct Interview, (Pamekasan, 09 October 2023 at 11:00 am)

⁶ Srihatus Sholehah, English teacher, Direct Interview, (Pamekasan, 10 October 2023 at 8:00 am)

the teacher uses paper media which is simply modified perhaps into a game for learning tenses material.

2) Interview to students

The researcher also interview some students about english lesson. They are name Aisyah, ica,afif,iroh. The researcher interview them one by one.

The researcher ask to student. What do you like to study English by using cozy grammar game in class? Why? What do you feel when the teacher using cozy grammar game? Do you find it easy to accept the material by applying game to learning tenses? How do you feel after using the game in learning tenses? Did you enjoy the game?What are the factors that support a cozy grammar game in students learning tenses? Than some of students answer:

Aisyah

“Ya, saya suka metode pembelajaran menggunakan game karena ketika guru saya berintraksi mengajar menggunakan game kita bisa lebih semangat dalam belajar dan mudah memahaminya karna saya menyukai metode game ini.”

“ Yes, I like the learning method using games because when my teacher intracts with teaching using games we can be more enthusiastic about learning and understad it easily because I like this game method. And I feel fast understanding because I like this material. And of course I accept metrial easy.”⁷

Afif

“ Iya,karena saya orangnya gampang bosen jadi saya lebih suka ada suasana baru seperti belajar menggunakan game yang di sebut cozy grammar game yang dapat membuat saya lebih mudah memahami materi yang di sampaikan dan saya rasa metode game ini menyenangkan karena bisa belajar sambil bermain, pemahaman di peroleh dan rasa bosan bisa hilang dengan adanya metode game ini.”

“ Yes, because I’m peron who gets bored easily so I prefer a new atmosphere such as learning using a game called a cozy grammar game which can make it easier for me to understand the material presented and I think this game metho is fun because I can learn while playing understanding is gained and boerd can be overcome lost with this game method. And I feel that this method is pleasant because we can enjoy .

⁷ Aisyah, Student of MA Baiturrahman, Direct Interview, (Pamekasan, 09 October 2023).

And when my teacher using games method I can accept material very well.”⁸

Based on the students statement above thi method makes students interested in learning tenses and students can enjoy the game learning method used by teachers in teaching tenses so that they can recive and understand the material well. Then the researchers also asked students what the factors that support to use of tenses leraning?. And some of them answer:

Iis

“ Membahas tentang factor pendukung game terhadap siswa menurut pengalaman saya sendiri karena game ini cukup menarik dengan desainnya yang sederhana dan mudah di mainkan jadi membuat saya lebih semangat belajar selain itu motivasi dari guru atau bahkan dari teman kita sediri itu sangat berpengaruh terus pendukung lainnya yaitu dengan inetraksi belajar menggunakan game dan media game lainnya.”

“ Discussing the supporting factors of game for students according to my own experiance because this game is quite inetresting with it’s simple desing and esiy to play so it makes me more enthusiastic about learning a part from that motivation from teachers or event from our own friends is very influential and other supporters namely learning interactions using games and other gaming media.”⁹

Ica

“Faktor pendukung yang sering terjadi pada saat proses pembelajaran menggunakan game selain dari guru dan temannya yaitu semangat dan kemauan dari siswa itu sendiri.”

“ Supporting factors that often accor during the learning process using games a part from teachers and friends are the students themselves.”¹⁰
ruroh

“Berbicara faktor yang mendukung proses penggunaan game yaitu pada saat penggunaanya memang benar adanya harus semenarik mungkin karena yang namanya siswa tingkat semangat dan minatnya berbeda-beda maka game tersebut harus di mudif semenarik mungkin oleh guru agar siswa semangat belajar menurut saya metode cozy grammar game ini cukup menarik perhatian siswa untuk semangat belajar dan mengafal dan juga mudah memahami materi tenses dengan baik.”

⁸ Afif, Student of MA Baiturrahman, Direct Interview, (Pamekasan, 10 October 2023).

⁹ Iis, , Student of MA Baiturrahman, Direct Interview, (Pamekasan, 16 October 2023).

¹⁰ Ica, , Student of MA Baiturrahman, Direct Interview, (Pamekasan, 17 October 2023).

“ Talking about the factors that support the process of using games that is when they are used it is true that they must be as interesting as possible because students have different levels of enthusiasm and interest so they must be modified in fact perhaps by the teacher so that students are enthusiastic about learning, in my opinion this method is quite interesting for students enthusiastic about learning and memorizing and also easy to understand the material tenses well.”¹¹

Based on the explanation above the researcher can conclude that this method apart from having supporting factors also has inhibiting factors so that the teacher can develop the method used and reconsider the shortcomings of each method used.

Based on the result of the second meeting the researchers observed the English teacher in the school at MA Baiturrahman Pamekasan the researcher had observed the English learning process related to the steps and ways of teaching English using the cozy game method in this case the researcher's class management was good and able to help students, when students cannot understand the tenses formula to start writing so that the teacher can provide ideas and also when students experience difficulties, especially related to new vocabulary and they don't know then the teacher gives tips to find out and memorize the vocabulary more easily.

Based on the results of observations and interviews conducted by the researcher, the researcher can conclude that the method the game can be applied in class especially in learning grammar namely tenses to facilitate learning activities and students' understanding of tenses material.

¹¹ Ruoh, , Student of MA Baiturrahman, Direct Interview, (Pamekasan, 09 October 2023).

B. Discussion of Research

There are two research question in this research, that are. How to use of cozy grammar game in teaching learning tenses for students at MA Baiturrahman and what are the factors that support a cozy grammar game in students' learning at Ma Baiturrahman Pamekasan.

1. The use of cozy grammar game in teaching learning tenses for students at MA Baiturrahman Pamekasan.

In teaching and learning process a teacher need a method or technique that is use when the teacher, in this case the important thing on the teaching and learning process.

The aim of this research is to know the method cozy grammar game. It describe about how to use and how to apply cozy grammar game in tenses learning at MA Baiturrahman Pamekasan.

In addition there are many steps of ways on the use of cozy grammar game. Based on the observation and interview which was done by researcher in teaching learning process.

Based on the explanation in chapter II. Cozy grammar game is a game that has a teaching room, this game uses a simple intermediary designed by the teachers at MA Baiturrahman to make it more interesting. In the cozy grammar game the teacher practices using teaching aids that are as simple as possible and is able to make it easier and more comfortable for students to learn know and memorize the eight tenses. Greenall also said that game is used whenever there is an element of competition between individual students or teams in a language activity.¹²

¹² Greenall S, " Language game Games and Activities" ,Hulton Educational Publications Ltd Britain.

Based on observation checklist and interview. The English teacher use a cozy grammar game method in learning tenses. The title is "learning some tenses" The teacher teaches material in a meeting. Beside that the teacher also explain and give motivation about how to use the cozy grammar game is used in tenses learning material wherein each tenses there is an understanding formula and example sentence contained in each of the eight tenses which are then explained in the material by playing a game, namely the cozy grammar game which in the game contains sentences in several tenses along with formulas and example thne the teacher explains how students play the game while learning several tenses along with example tenses.

The researcher observes the teaching process in the classroom , than the researcher interview the teacher about her method in teaching her students. The first observation and documentation are conduct on Sunday, 5 agustus 2023 at 8:30 pm in the class. The second observation and documentation an conduct on Monday, 7 Sebtember 2023 at 8:30 pm in the class. In this case the first and the second observation have almost the same activities in pre-teaching and post-teaching. Here is the result of the researcher's onvestigation about using game is a cozy grammar game method in learning tenses.

In pre-teaching of teaching learning activities, firstly the teacher gave the students same boinstroming question to make them familiar with the learning material. The students were motivated well with this method and enthusiastically answered all of questio. The brain storming questions were; what we will learn today?" what is the tenses? From those,the students were motivated to answer the question from the teacher, because before getting student to write we can encourage them to think about

they are going to write by planning the content and sequence of what they will put down on paper.¹³ Even though they make some mistakes while answering.

In whilst-teaching, the teacher explains the material, the teacher explains about tenses. Definition, the generic structure and language features of tenses to make students understand the material. After that the teacher gives the students the examples of tenses.

In teaching tenses the teacher divides the students into some groups, the teacher explains to the students that they will do a task with some of their friends as a play game method. That the teacher divides the students in to try a game.¹⁴ The teacher divides students based on activeness, understanding and students' knowledge. It means students who are smart and active are played to game with a friend and students who have less understanding, the teacher knows the student's ability from the teacher's note in each previous meeting.

The students sit down with their friends. This section the students can share and discuss each other about the topic to some tenses the tasks given by the teacher. The teacher can control students well, when there are students who joke or talk outside the topic of learning, the teacher does not reprimand students in loud voice but the teacher approaches and provides questions related to theme and learning material so that students can refocus on learning game. The teacher also observes students' activities during the learning game, such as the teacher taking part in the learning of game to stimulate students' thinking and activeness in learning. The teacher makes sure that all students were participating in learning game steps development.

¹³ Jeremy Harmer, "How to Teach English" England, Pearson Longman, 2007, 11.

The second observation in whilst-teaching, it is different with the first observation. In this case the teacher asks students to sit down with their friends and prepare the result of the play a game work that was done last week and the teacher asks the students to play again to see or measure the extent to which the students understand and memorize the tenses along with examples of each tense, then after everything is finished the teacher continues the material from last week and the continuation of the tenses with a game method called the cozy grammar game to the tenses material is finished.

In post-teaching, it is closing activities the teacher and the students conclude material together and give a feedback, the teacher also give motivation to the students. Then the teacher and the class by saying "Alhamdulillah" and leave the class by saying salam.

Based on the explanation above, the teacher choose up method of game to teach eight tenses the students at MA Baiturrahman Pamekasan. It is correlate with statement of with Bannet Neville and Hadfield Jill that Games are powerful motivators that encourage children to be creative and develop their ideas, understanding and language through games so that students can explore, apply and test the things they know and can do and that A game is an activity with rules, a goal and an element of fun games becomes a good way of practicing language for they provide a model of what learners will use the language in real life in the future.¹⁵ Choose games that are appropriate and useful for students in connection language and types of participation then the explain the rules clear game by using comfortable language if students find difficulties in the game link the game with learning then students try to practice the

¹⁵ Bennett, Neville, "*Teaching through play teachers thinking and classroom Practice*", Terjemahan Nur Adi Trastria, USA: Open University press, Buku asli diterjemahkan 1998).

game and the teacher determines the time limit for playing the game and provides motivation at the end of the game this correlates with the game measure from the teacher when using convenient grammatical game methods in the classroom so the theory with Bannet Neville and Hadfield Jill with the result is related.¹⁶

From the discussion above based on the teacher performant in the classroom, the teacher has implemented metode cozy grammar game very well. The teacher provides attention and guidance during the learning process using games so that students' activities interact and are also united in the process of learning activities while playing, so the researcher conclude that the teacher has prepared the game method well and maturely which will be used in class IX as stated by the opinion with Ludwig Wittgenstein and Thomas Hitoshi Pruiksmas that ideally teaching the game method requires planning and steps that must be prepared carefully, preparing all the necessary materials or media that will be used is very important to make the class more active condusive and interest.¹⁷

2. The factors that support to use of cozy grammar game in teaching learning tenses on students at MA Baiturrahman Pamekasan.

Supporting factors of cozy grammar game in the tenses on students at MA Baiturrahman Pamekasan is very much from the research students really like encouragement from teachers what this means is that teachers always guide students in learning to understand in memorize not only that teacher give memorization assignments or other assignments because with practice or assignments teacher can train students' abilities so that they can learn a lot of new vocabulary can be learned from the example of

¹⁶ Hadfield, Jill, " *A Collection of Games and Activities For Intermediate and Advanced Students of English*", England: Longman, (1987) Ltd.

¹⁷ Thomas Hitoshi Pruiksmas "Cozy Grammar Game", [http://. www.cozygrammar. Com/grammar-game/](http://www.cozygrammar.com/grammar-game/)(Accessed on 6 April 2023).

tenses if they already know and understand a lot about tenses, of course it will be easier for them to learn tenses and the following material well.

Then there is another thing called a push questions and answer session where teacher gives students time and opportunities to ask questions about tenses which material is not yet understood, the next encouragement or motivation is by playing games with games like the cozy grammar game this game has been modified into a simple game so that it is easier for students to use and understand so that students are more enthusiastic about learning and encourage each other's enthusiasm.

If this habit has been ingrained then for learning English they will support each other and exchange ideas in the sense of not being lazy about learning and asking if there is something in the material that is not understood.

Then the supporting factors for cozy grammar games is the media used in paper media which is designed or modified by the teacher, where before starting learning the teacher has prepared tools to make the game media so that students can understand how to make and how play games when learning begins. This is a supporting factors in the ability to learn efficiently, it self as explained in the research findings is that the supporting factors of cozy grammar games for students learning in tenses material are generally supporting factors and supporting factors, meaning here is inviting and participating in supporting a teaching and learning activity and between teachers and students.

Supporting factors of cozy grammar game in students teaching and learning activities there are internal factors and external factors, internal factors are factors that come from within the students including physiological factors that influence students so that some are enthusiastic about learning, then external factors are factors that comes

from outside the students which includes social and non-social environmental factors and it depends on the student's own interactions.