

**THE USE OF PLAYING QUESTION AND ANSWER CARDS TO IMPROVE STUDENTS' UNDERSTANDING OF SINGULAR AND PLURAL NOUN(S) AT THE EIGHTH GRADE OF SMP N 1 SATU ATAP TAMPAHAN IN ACADEMIC YEAR 2022/2023**

**Friscelly Siahaan<sup>1</sup>, Musrafidin Simanullang<sup>2</sup>, Holmes Rajagukguk<sup>3</sup>**

[friscellysiahaan@gmail.com](mailto:friscellysiahaan@gmail.com)  
[musrafidinsimanullang@gmail.com](mailto:musrafidinsimanullang@gmail.com)  
[holmesrajagukguk540@gmail.com](mailto:holmesrajagukguk540@gmail.com)

**English Study Program, Faculty of English Teacher's Training and Education University of Sisingamangaraja XII Tapanuli**

*Abstract*

*This study presents a research report on improve students understanding of singular and plural nouns through the question and answer card game method. This research was conducted by using Classroom Action Research. This research was conducted on the 8th grade students of SMP Negeri 1 SATU ATAP TAMPAHAN. There are three classes of grade 8, but this research using purposive sampling, and choose 8A as a subject according to discussion with school. There are 25 people in class 8A. The subject was taught using a question and answer card game. Quantitative data was collected by providing 10 multiple-choice test questions that calculate the student's average. And the average score on the pre-test is 45, and the average on the Cycle 1 is 70,8 and on the cycle 2 is 81,2. Based on the average scores of these students, it can be seen that there is an increase of students' understanding on singular and plural noun. Based on the results of the study, there were 20 students out of 25 students who had complete or achieved a score of > 75. Qualitative was collected based on the observation sheet and questionnaire. And based on result, that the students were active and enthusiastic during the teaching and learning using playing question and answer card.*

**Keywords:** *Playing Question and Answer Cards, Singular and Plural Noun*

## INTRODUCTION

### Background of the Study

As we all know, English is a language that has been involved in aspects of our lives. The aspects in question are such as economic aspects, social aspects, cultural aspects, educational aspects, political aspects and many other aspects of life.

Talking about language learning, it is said that teaching the language component is part of the language program. In general, the language component consists of three components, namely grammar, vocabulary and pronunciation. As for the language components according to (Kasihani, 2007:43) is :

- 1) Grammar or language rules are patterns and rules that must be followed if we want to learn a language properly. Term structure or grammar is often used in language learning England for this first component. This component is language framework that must be followed for language to be accepted. Vocabulary or Vocabulary is a collection of words owned by a language and gives meaning when we use language the English vocabulary that students need to learn elementary school is estimated at approximately 500 words.
- 2) Pronunciation is a way of pronouncing a word language. English speech is very different from the speech system mother tongue and Indonesian.

And learning about learning a language, will not be separated from what is called the part of speech. According to Carnie (2006: 35) says that parts of speech tell us how a word will function in a sentence. In this study, part of speech is a class of words used to form sentences that have different functions.

One of them is a noun. Quoted from "Grammarly",

a noun is a word that names something, such as a person, place, thing, even an idea or notion. In a sentence, nouns can act as subjects, direct objects, and indirect objects of a clause, and may be subject complements or object complements. Noun is a verbig aspect of the structure of a sentence, paragraph, and even discourse. Learn about nouns, there are grammatically. Those are singular and plural forms. Singular is a noun form that denotes only one object and plural is in the form of more than one object. The plurality in English noun very different with the plurality in Indonesia. For example, plurality in Indonesia "anak-anak " while in English noun, not child-child, but "children". From this example, the difference is very clear. And this is what the author assumes in this paper.

When I was Teaching Practice Program, I found that in learning English was still focus on the vocabulary. They also study grammar, and I see really overwhelmed with the grammar. Learning grammar is a boring thing for students, because this grammar has lots of rules and regulations. Including learning grammatically noun. Those are in the Singular and plural noun. For students in learning English, grammar is not important, what is important is that they understand each other, and the goals are conveyed properly.

Learning grammar is something that is difficult to apply properly both in written and spoken sentences. This is because there are many rules in grammar English. For example, tenses in English up to 16 tenses and various other rules that trigger people to get confused and have difficulty with grammar. Another factor, grammar in Indonesian and English grammar is very much different. It's not just the rules of tenses either. In learning English we also learn the part of

speech. One of them learns nouns.

However, in learning these nouns, children are far from the imagined expectations. They find it difficult to understand the preparation of short and simple spoken and written transactional interaction texts involving actions and giving and asking for information related to the comparison of numbers, the nature of people, animals, objects by paying attention to social functions, text structure, and linguistic elements that are correct and in context. List in K.D 4.2. And researcher realize the need to evaluate this. For that to increase students' understanding in this regard, then researcher want to try the learning process by using playing cards Question and Answer (BERKATAJA) Based on previous research by Yanto in 2016, in his journal entitled "Peningkatan Kemampuan Siswa memahami Singular and Plural of Things Around us Melalui Penerapan Teknik BERKATAJA with the aim of understanding students about singular and plural can be more increase.

### The Problem of the Study

Based on the background of the study, the problem of the study is "Does the use of playing question and answer cards improve students' understanding of singular and plural on noun of grade Eight at SMP N 1 SATU ATAP TAMPAHAN in academic year 2022/2023 ?"

### The Objective of the Study

The objective of this study is to find out whether the use of playing question and answer cards improve students understanding of singular and plural noun at SMP N 1 SATU ATAP TAMPAHAN in academic year 2022/2023.

### The Scope of the Study

There are many things to learn in learning grammar and part of speech. One of them is a noun. This noun also consists of several types. However, the research only focused on countable and uncountable noun. The use of grammatically singular and plural noun at class Eight of SMP N 1 Satu Atap Tampahan in academic year 2022/2023.

### The Significance of the Study

This research is expected to contribute and benefit theoretically and practically as follows:

#### 1. Theoretical significance

In theory, this research is learning material for many people and as proof that this research has been carried out and will have a positive effect on many parties.

#### 2. Practical Significance

This study presents three practical significances in teaching and learning English speaking as follows:

##### a. For the teacher

As a reference material for learning methods for students' comprehension of singular and plural noun and as a reference new method in English learning.

##### b. For the students

Students can understand singular and plural noun more easily and students get new experiences with new learning methods.

##### c. For the other researcher

And for the other researcher, the research as a reference and as a guide for next research.

##### d. For readers

As reference material to understand singular and plural noun.

## REVIEW OF LITERATURE

### Defenition Part of Speech

According to Merriem Webster, part of speech is defined as a classification of types of words based on their nature or function in a sentence. Meanwhile, according to the Cambridge Dictionary, the notion of part of speech is one of the components of grammar which is divided based on its use. According to Carnie (2006:35) said that parts of speech tell us how a word is going to function in the sentence. In this research, part of speech is the class of word used to form a sentence that has different functions. According to Greenbaum & Nelson (2002:1) grammar refers to the rules that allow us to combine words in our language into larger units. It means that grammar helps in constructing good sentences. One of the basics in grammar is part of speech. According to Richard (2002:387) part of speech is a traditional term, which is used to form sentences, such as noun, pronoun, verb, adjective, adverb, preposition, conjunction, and interjection. So, grammar and parts of speech cannot be separated from each other because parts of speech are part of grammar.

### Noun

#### 1. Defenition of Noun

According to Frank (1972:6) The noun is the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. Nouns are the main constituents in the preparation of spoken and written language. Because this noun is combined with a verb or predicate for a simple spoken or written sentence.

According to Guth (1972:383) noun is class of words that name or classify people, animals, things, ideas. They occur typically as subjects or clauses or as objects or verbs and prepositions. Their appearance is often signaled by noun markers like the articles (*a, an, the*). Many nouns add -s to the plain form to the form plural : *dogs, cars, houses, colleges*.

#### 2. Classification of Noun

According to Hornby, Leech, Cruickshank, and Ivanic (2001:110) nouns can be divided into countable and uncountable nouns. Most common nouns are countable. ie. they have both singular and plural form: e.g hand hands. Other common nouns are uncountable ie they have singular, but no plural eg bread - brands. Dealing with Homby's opinion, Dokme et al (2003:116) explain that one apple (singular), two apples (plural), a cat (singular), three cats (plural). a pencil (singular), five pencils (plural). A noun is the name of a person, place or thing. There are countable nouns and uncountable nouns. Oxford Advance Learner's Dictionary (Homby:1995) states that the two biggest groups of nouns are countable and uncountable nouns. A countable noun has a singular form and a plural form. When it is singular, it has a determiner in front of it.

#### A. Singular and Plural Noun(s)

Nouns are words that refer to person, places, thing or idea. Noun can function as the subject of sentence and an object of a verb. According to Frank (1972:6) The noun is the most important part of speech. Its arrangement with the verb helps to form the sentence core which is essential to every complete sentence. In linguistics, nouns are included in one of the grammatical categories, in which there are different ways of counting. In English there are singular nouns

and plural noun(s). Singular nouns represent only one thing, but plural nouns represent more than one. In English language, nouns are classified into countable nouns and uncountable nouns. Oxford Advance Learner's Dictionary (Hornby, 1995) states that the two biggest groups of nouns are countable and uncountable nouns. A countable noun has a singular form and a plural form. When it is singular, it has a determiner in front of it.

Hornby explanations are in harmony with Leech, Cruickshank, and Ivanic (2001:110). They say that in English, nouns can be divided into countable and uncountable nouns. Most common nouns are countable: i.e. they have both singular and plural form: e.g. hand ~ hands. Other common nouns are uncountable: i.e. they have singular, but no plural: e.g. bread. Breads. Countable nouns have singular and plural form, while uncountable nouns have only singular form. English noun plurality is different from Indonesian. Indonesian says *dedaunan*, *banyak batu*, *sayur mayur*, *beberapa anak*, *para mahasiswa*, *lembu-lembu*, *sebutir telur* atau *secangkir kopi*.

### B. Singular Countable Noun

According to Dokme, et al (2003:116), singular countable has the characteristic as :

- Singular countable nouns refer to one thing, one person, etc. (not more than one).
- Singular countable nouns cannot be used alone. They take a determiner (a, the, etc.)  
Example: a chair, a student, one book, an armchair, the teacher
- Singular countable nouns take singular verbs.  
Example: (1) The policeman is looking at his watch.  
(2) The car needs new tires.

According to expert, Dokme above, now can conclude the characteristic of singular noun, usually preceded by a word a/an, because it's mean only one, not more than one thing. And then the to be used usually is.

### Plural Nouns

According to Swan (1988:23) "Plural is a grammatical form used to refer to more than one person, thing, etc. we; buses; children; are; many; these. And from the definition by Swan above, we can conclude that plural nouns is a grammatically form refers to more than one thing and also person.

#### a. Plural Countable Nouns

According to Dokme, et al (2003:116), plural countable has the characteristic as :

- Plural countable nouns refer to more than one thing, one person, etc.
- They can be used with determiners and numerals. Example: Two brothers, these men, some pictures, the computer, a few classes.
- Plural countable nouns take plural verbs.  
Example : (1) The two brothers are going to school. (2) Some children don't like milk.

And from the characteristic above, we can conclude that characteristic of plural noun, usually the noun ends with the letter s. And to be used are.

### Noun Determiner

In this research it is very necessary to explain about the noun determiner. Because in the definition of singular and plural it is said that the singular can be used alone, but they take a determiner. Meanwhile, the

plural is used with number determiners.

According to Swan (1988:67) says the use of article is complicated. First of all, it makes a difference what kind of noun we are using. Articles are not used in the same way with singular countable nouns (like cat, bridge), with plural countable nouns (like cats, bridges), and with uncountable nouns (like water, rice). Article is the member of determiners. Have the same way with article determiners also can be used with countable nouns only, with uncountable nouns only or both."

### Singular-Plural Noun Mastery

According to Chomsky, as quoted by Lyons in Brown (1996: 11), linguistic competence is knowledge of a particular language, based on that knowledge those who have it are able to produce and understand utterances in those languages.

The emphasis on grammatical competence in oral and written communication is contained in the 2004 Competency-Based Curriculum. This is the background that mastery of singular-plural nouns is included in grammatical competence. Singular-plural nouns are part of grammar.

Talking about these singular-plural nouns, of course, is closely related to grammar. According to Keraf (in Misriyah: 2011), grammar is a set of various standards in the structure of language. The structure of the language in question includes sound, form, word, sentence, and meaning. This is a factor why English language learners should learn how words are transformed, and then combined, to form a sentence that contains grammar. According to Anderson et al. (1975:236), the concept of mastery implies that there is some identifiable and circumscribed body of skills or knowledge that an instructional program attempts to foster in all students, that there is some agreement about the levels of performance that indicates mastery of the skills or content areas, and that there is some means of determining whether mastery levels are attained. Moreover, Mastery means great knowledge that someone has in particular subject. (Longman Dictionary of English Language Culture, 2000:859)

Based on the explanation of mastery above, the researcher will explain how to increase students' understanding of the singular and plural in the question and answer card playing learning method.

### Playing Question and Answer cards to Improve Students Understanding in Singular and Plural Noun

Based on previous research by Yanto in 2016, in his journal entitled "*Peningkatan Kemampuan Siswa memahami Singular and Plural of Things Around us Melalui Penerapan Teknik BERKATAJA*" explained that playing question and answer cards can increase students' understanding of singular and plural noun. It is also explained in the conclusion section that the application of Question and Answer Card media in learning English can improve the quality of learning, both teacher and student interactions, students with students, students with subject matter and students' attitudes are more active in working together in groups.

## RESEARCH METHODOLOGY

### Research Method

The research method used in this research was Classroom Action Research (CAR). According to Arikunto (2012: 3) Classroom Action Research (CAR) is an examination of learning activities in the form of

actions, which are deliberately raised and occur in a class together. These actions are given by the teacher or with directions from the teacher carried out by students. This research included Classroom Action Research, because researcher tried to improve students' understanding of singular and plural noun at the Eight grade of SMP N 1 Satu Atap Tampahan in academic year 2022/2023.

### **Location and Time of Research**

This research was conducted at SMP NEGERI 1 TAMPAHAN. This research was conducted in 2023. The reason for choosing this location was because researcher had visited and conducted street vendors at this school and found problems when researchers taught about singular and plural nouns.

### **Subject and**

### **ObjectSubject**

According to arikunto (2016) the research subject is to define the research subject as an object, thing or person where the date for the research variable is attached and which is at issue yhe subject is student eight A grade in SMP N 1 ATAP TAMPAHAN in academy year 2022/2023

### **Object**

The research object according to Arikunto (2013: 161) is a research variable, which is something that is at the core of research problems. Based on the explanation, the object of this research is increasing students' understanding of singular and plural nouns through the learning method of playing question and answer cards for eighth graders of SMP N 1 SATU ATAP TAMPAHAN.

### **Source of Data**

There are two sources of data in this research, namely :

#### **a. Quantitative Data**

Quantitative data is a source of data obtained by researcher from the subject. Data obtained from questions given to students. The first source of data obtained by the researcher was by giving 10 multiple choice questions in the pre-test, 10 multiple choice questions in Cycle 1 and 10 multiple choice questions in cycle 2. Then the scores obtained from the students were processed by the researcher as a source of qualitative data.

#### **b. Qualitative Data**

Qualitative data is data obtained by researchers from research observations ,questionnaires and documentation . The observation instrument was carried out by the researcher when the learning took place. The qualitative data that the researcher obtained from the questionnaire consisted of 2 stages of the questionnaire. The first questionnaire was given to students before the implementation of the use of question and answer cards. The first questionnaire used was a closed questionnaire. Which students only answer yes or no to the questions provided. This first stage questionnaire consists of 7 questions

### **The Procedure of Data Collection**

The research procedure follows the Classroom Action Research model introduced by Kurt Levin in 1946. It was later developed by several experts. One of them is according to Arikunto (2013: 17) which explains that one CAR cycle consists of four steps

namely: (1) planning, (2) implementation, (3) observation and (4) reflection

### **DATA AND DATA ANALYSIS**

#### **The Data Analysis**

Classroom Action Research (CAR) is considered appropriate and effective because this research focuses on learning problems that occur in class. This research was also conducted to improve learning problems and improve the teaching and learning process in the classroom. Classroom Action Research (CAR) is easy for researchers to do because it doesn't require a comparison of learning models and time.

The main objective of group payment learning is to increase students' understanding of learning singular and plural nouns by applying optimal learning strategies. This research was conducted in grade 8 of SMP N 1 SATU TAMPAHAN. This research was conducted in two cycles.

**Quantitative Data**

**a) Pre-Cycle**

The scores of pre-test were collected from 25 subjects under study. And the score of pre-test (IR) was 1350.

**Table 4.3: Description Score Pre-Test**

No	Name	Score	Category	
			Complete	Not Complete
1.	Amelia Stipen Kasih Siahaan	60		<input type="checkbox"/>
2.	Anggun Marpaung	60		<input type="checkbox"/>
3.	Aprilia simanjuntak	80	<input type="checkbox"/>	
4.	Chatrine Simanjuntak	40		<input type="checkbox"/>
5.	Cherina Siahaan	60		<input type="checkbox"/>
6.	Daud siahaan	40		<input type="checkbox"/>
7.	Elgrini Simaremare	60		<input type="checkbox"/>
8.	Febyola Simanjutak	40		<input type="checkbox"/>
9.	Godfren Siahaan	70		<input type="checkbox"/>
10.	Grace M. Simanjutak	60		<input type="checkbox"/>
11.	Intan Gloria Napitupulu	80	<input type="checkbox"/>	
12.	Joi Richard William Siahaan	20		<input type="checkbox"/>

13.	Josua C. Siahaan	10		<input type="checkbox"/>
14.	Lamria Megumi Siagian	50		<input type="checkbox"/>
15.	Marlina Situmorang	60		<input type="checkbox"/>
16.	Marvel Adithya Sihotang	50		<input type="checkbox"/>
17.	Meisya Tio Marintan Simanjuntak	80	<input type="checkbox"/>	
18.	Debora Siagian	40		<input type="checkbox"/>
19.	Reynaldo Sijinjak	80	<input type="checkbox"/>	
20.	Ribkha Simanjuntak	90	<input type="checkbox"/>	
21.	Richard Simanjutak	50		<input type="checkbox"/>
22.	Roni Tampubolon	10		<input type="checkbox"/>
23.	Sri Evelin Siahaan	60		<input type="checkbox"/>
24.	Steven Bil Grace Siahaan	30		<input type="checkbox"/>
25.	Syahwal Ivandro	70		<input type="checkbox"/>
		1350		
		-		
		x		
	Percentage	54%		
	Low Score	10		
	High Score	90		

Percentage of Score :

$$X = \frac{\sum X}{n} \times 100\%$$

$$X = \frac{1350}{25} \times 100\%$$

$$= 54 \%$$

And for completeness perentation :

$$p = \frac{\text{the number of students who complete the study}}{\text{maximum number of students}} \times 100\%$$

$$p = \frac{5}{25} \times 100\%$$

$$p = 20\%$$

In this pre cycle, there are five students complete the study, or reached the KKM, or only 20% of students reached the KKM and 80% have not passed the KKM. That is, it still needs to be continued in the next cycle.

$$X = \frac{\sum X}{n} \times 100\%$$

$$X = \frac{1770}{25} \times 100\%$$

$$= 70,8 \%$$

**Table 4.4 : Description score Cycle I**

No	Name	Score	Category	
			Complete	Not Complete
1.	Amelia Stipen Kasih Siahaan	70		<input type="checkbox"/>
2.	Anggun Marpaung	70		<input type="checkbox"/>
3.	Aprilia simanjuntak	80	<input type="checkbox"/>	
4.	Chatrine Simanjuntak	60		<input type="checkbox"/>
5.	Cherina Siahaan	70		<input type="checkbox"/>
6.	Daud siahaan	60		<input type="checkbox"/>

**And for completeness percentration :**

$$p = \frac{\text{the number of students who complete the study}}{\text{maximum number of students}} \times 100\%$$

$$p = \frac{10}{25} \times 100\%$$

$$p = 40 \%$$

7.	Elgrini Simaremare	70		<input type="checkbox"/>
8.	Febyola Simanjutak	60		<input type="checkbox"/>
9.	Godfren Siahaan	80	<input type="checkbox"/>	
10.	Grace M. Simanjutak	80	<input type="checkbox"/>	
11.	Intan Gloria Napitupulu	80	<input type="checkbox"/>	
12.	Joi Richard William Siahaan	50		<input type="checkbox"/>
13.	Josua C. Siahaan	50		<input type="checkbox"/>
14.	Lamria Megumi Siagian	70		<input type="checkbox"/>
15.	Marlina Situmorang	70		<input type="checkbox"/>
16.	Marvel Adithya Sihotang	70		<input type="checkbox"/>
17.	Meisya Tio Marintan Simanjuntak	80	<input type="checkbox"/>	
18.	Debora Siagian	60		<input type="checkbox"/>
19.	Reynaldo Sitinjak	90	<input type="checkbox"/>	
20.	Ribkha Simanjuntak	90	<input type="checkbox"/>	
21.	Richard Simanjutak	80	<input type="checkbox"/>	
22.	Roni Tampubolon	60		<input type="checkbox"/>
23.	Sri Evelin Siahaan	80	<input type="checkbox"/>	
24.	Steven Bil Grace Siahaan	60		<input type="checkbox"/>
25.	Syahwal Ivandro	80		<input type="checkbox"/>
		<b>1770</b>		
		<b>70,8</b>		
		<b>70,8%</b>		
	<b>Percentage</b>			
	<b>Low Score</b>	<b>50</b>		
	<b>High Score</b>	<b>90</b>		

In this cycle, there was an increase, there were 10 students who had achieved the KKM or 40% of the number of students, and the other 60% had not passed the KKM, and still needed to be continued in the next cycle.

**Cycle II**

In cycle 2, the researcher also carried out the data. The test is done honestly and done individually. The results obtained from 25 students are 2030.

**Table 4.5: Description Score Cycle II**

No	Name	Score	Category	
			Complete	Not Complete
1.	Amelia Stipen Kasih Siahaan	90	<input type="checkbox"/>	
2.	Anggun Marpaung	90	<input type="checkbox"/>	
3.	Aprilia simanjuntak	90	<input type="checkbox"/>	
4.	Chatrine Simanjuntak	80	<input type="checkbox"/>	
5.	Cherina Siahaan	80	<input type="checkbox"/>	
6.	Daud siahaan	90	<input type="checkbox"/>	

7.	Elgrini Simaremare	90	<input type="checkbox"/>	
8.	Febyola Simanjutak	80	<input type="checkbox"/>	
9.	Godfren Siahaan	80	<input type="checkbox"/>	
10.	Grace M. Simanjutak	90	<input type="checkbox"/>	
11.	Intan Gloria Napitupulu	80	<input type="checkbox"/>	
12.	Joi Richard William Siahaan	60		<input type="checkbox"/>
13.	Josua C. Siahaan	60		<input type="checkbox"/>
14.	Lamria Megumi Siagian	70		<input type="checkbox"/>
15.	Marlina Situmorang	80	<input type="checkbox"/>	
16.	Marvel Adithya Sihotang	80	<input type="checkbox"/>	
17.	Meisya Tio Marintan Simanjuntak	80	<input type="checkbox"/>	
18.	Debora Siagian	70		<input type="checkbox"/>
19.	Reynaldo Sitingjak	90	<input type="checkbox"/>	
20.	Ribkha Simanjuntak	90	<input type="checkbox"/>	
21.	Richard Simanjutak	90	<input type="checkbox"/>	
22.	Roni Tampubolon	70		<input type="checkbox"/>
23.	Sri Evelin Siahaan	80	<input type="checkbox"/>	
24.	Steven Bil Grace Siahaan	80	<input type="checkbox"/>	
25.	Syahwal Ivandro	90	<input type="checkbox"/>	
	<input type="checkbox"/>	2030		
		81,2		
		x		
	Percentage	81,2%		
	Low Score	60		
	High Score	90		

$$X = \frac{\sum X}{n} \times 100\%$$

$$X = \frac{2030}{25} \times 100\%$$

$$= 81,2 \%$$

**And for completeness percentration :**

$$p = \frac{\text{the number of students who complete the study}}{\text{maximum number of students}} \times 100\%$$

$$p = \frac{20}{25} \times 100\%$$

$$p = 80 \%$$

And this cycle, there is increasing the number of reached KKM. There are 20 students reached the KKM or 80% of students reached the KKM.. Based on the percentage results reviewed from the pre-cycle (IR), cycle I (R1), cycle II (R2) it can be concluded that their scores have increased. An increased score proves that using a question and answer card game can increase students' understanding of singular and plural nouns. To see the improvement analysis easily, the researcher made the presentation in a simple. The following is the analysis data from pre-cycle, cycle I and Cycle II

**Table 4.6: The Improvement Score**

Cycle	Total Score	Mean	Percentage
Pre-Cycle	1350	54	54%
I	1770	70,8	70,8%
II	2030	81,2	81,2%

Based on the data processing, it can be concluded that there was an increase in students' understanding by using the question and answer card game. The following is a table of student completeness which shows an increase until 81,2% of students complete the minimum criteria.

**Qualitative Data**

**a) Questionnaire**

The questionnaire was carried out by the implementation researcher before the learning was carried out and after the learning method used a question and answer card game. This questionnaire was asked by researcher to students to answer honestly according to what they felt during learning by using a question and answer card game. The researcher made this questionnaire in Indonesian with the aim that students would more easily understand it and answer it based on their feelings. The following are the results of the first questionnaire:

**Table 4.10: Percentage of Questionnaires-I**

Questionnaire	Yes (%)	No (%)	Total
Number 1	60%	40%	100%
Number 2	40%	60%	100%
Number 3	0 %	100%	100%
Number 4	88%	12%	100%
Number 5	32%	68%	100%
Number 6	20%	80%	100%
Number 7	0%	100%	100%

And the following results of the second questionnaire :

**CONCLUSION AND SUGGESTION**

**Conclusion**

This classroom action research was conducted with the aim of increasing students' understanding of singular and plural nouns by using a question and answer card game. The main data for this classroom action research was collected by administering a pre-test (IR) and post-test (R1 and R2) to the subjects studied, namely class 8A of SMP N 1 SATU Atap TAMPAHAN academic year 2022/2023. Before being given treatment, the researcher gave a questionnaire regarding how they were with their previous singular and plural learning. At the end of cycle II, a questionnaire was given to find out changes in student learning behavior after being given a learning method. The grand mean of the pre-test is 54%. The grand mean of the pre-test (IR) clearly shows that the

understanding of singular and plural nouns in grade 8 A students of SMP NEGERI 1 SATU ATAP TAMPAHAN is still low, because the minimum score criterion used by the school is 75. Grand mean score of the first cycle post test (R1) was 70.8% and cycle II (R2) 81.2%. The findings of this classroom action study convincingly state that the use of a question and answer card game can effectively improve the low ability of grade 8 students of SMP Negeri 1 Satu Atap in singular and plural noun.

### **Suggestion**

#### **To the Teacher**

It was recommended for English teachers for grade VIII students to teach using question and answer card games with the aim that students are more interested in new learning methods to increase students' understanding and also in expressing the results of their thinking ideas related to the lessons they find based on the data analysis, it shows that students are interested in the use of question and answer card games in learning singular and plural nouns. Students' self-confidence to express opinions, express thoughts related to the cards they get and also the ability to understand singular and plural students also increases when the use of question and answer card games is applied..

#### **To the students**

They are advised to be able to influence themselves to improve their English skills so learning English must be more serious not only during English lessons in the classroom but also outside the classroom. For example, tutoring in English, or practicing it in everyday life. Practicing showing plural and singular nouns around in English. Such findings show that students' understanding of singular and plural nouns increases after applying the use of question and answer card games which give students more opportunities and teach them to express their ideas spontaneously and regularly according to what they get on the card. As we all know, that a lot of practice will bring us better and make us the best, so keep on practicing, practice and say no to being afraid and ashamed of making mistakes while trying. By trying, being brave will lead us to things that lead to improving ourselves from previous experiences.

#### **To the other researchers**

The researcher hopes that other researchers will conduct better research related to the use of question and answer card games to improve students' singular and plural understanding. This teaching technique is a game-based learning method that has various types of visual and audio-visual media that can be applied not only for teaching singular and plural nouns but also for other topics that benefit from teaching skills, effectiveness and other components. This is an appropriate technique in teaching singular and plural nouns based on the finding that students'

grades, motivation, self-confidence and their speaking skills increase after the application of the use of question and answer cards in the teaching-learning process.

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