THE USE OF MATCHING GAME TO IMPROVE THE STUDENTS’ MASTERY ON ENGLISH GRAMMAR

(A Classroom Action Research at the Eleventh Grade of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019)

A GRADUATING PAPER

Submitted to the Board Examiners as a Partial Fulfillment of the Requirements for the Degree of Sarjana Pendidikan (S.Pd.)

By

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2019
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“In the name of Allah the most gracious and the most merciful”

Herself, the researcher declares that this graduating paper is written by the researcher. This paper does not contain any materials published by other people and it does not cite any other people’s ideas except those quoted overtly. This declaration is written with the full concern of the researcher. Likewise, this declaration is written by the researcher, and hopes that this declaration can be understood.

The researcher

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Salatiga, 15 March 2019

ATTENTIVE COUNSELOR’S NOTE
Case: Dian Indra Rukmana’s Graduating Paper

Dear,
Dean of Teacher Training
And Education Faculty

Assalamu’alaikum Wr. Wb.

After reading and correcting Dian Indra Rukmana’s Graduating Paper entitled: THE USE OF MATCHING GAME TO IMPROVE THE STUDENTS’ MASTERY ON DEPENDENT AND INDEPENDENT CLAUSES (A Classroom Action Research at Seven Grade of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019). I have decided and would like to purpose that if it could be accepted by the Teacher and Education Faculty, I hope it would be examined as soon as possible.
Wassalamu’alaikum Wr. Wb.

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A GRADUATING PAPER

THE USE OF MATCHING GAME TO IMPROVE THE STUDENTS’ MASTERY ON ENGLISH GRAMMAR

(A Classroom Action Research at the Eleventh Grade of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019)

Written by

DIAN INDIRA RUKMANA

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MOTTO

Don’t wait for extraordinary opportunities
Seize common occasions and make them great

-Orison Sweet Marden-
DEDICATION

I dedicate this graduation paper to:

1. My Dearest parents, my mother (Siti Nurjannah), my father (Muhamat Burhanudin), who always give their love, support, and sincere prayer.
2. My little brother (Nugroho Nur Muhammad), my little sister (Saskiya Cekli Maulida), thank you for your support.
ACKNOWLEDGEMENTS

Praise be to Allah, the creator of the universe. Because of His blessing the researcher could finish this graduating paper as a partial fulfillment of the Requirement for the Degree of Sarjana Pendidikan (S.Pd) in State Institute For Islamic Studies (IAIN) Salatiga.

Peace and salutation are always given to our prophet Muhammad SAW who has guided us from the darkness to the lightness.

However, this success will not be achieved without support, guidance, advice, help, and encouragement from individual and institution, and I somehow realize that it is an appropriate moment to give my deepest gratitude for:

1. Mr. Dr. Rahmat Hariyadi, M.Pd., as the Rector of State Institute for Islamic Studies (IAIN) Salatiga.

2. Mr. Suwardi, M.Pd., as the Dean of Teacher Training and Education faculty.

3. Mrs. Noor Malihah, Ph.D., as the Head of English Education Department.

4. Mr. Drs. Bahroni, M.Pd., as the Academic Counselor.

5. Mr. Hammam, M Pd., Ph.D., as the research counselor who has educated, supported, directed and given the writer advices, suggestions, and recommendations for this research from beginning until the end.

6. My Dearest mother (Siti Nurjannah), my father (Muhamat Burhanudin).

7. My little brother (Nugroho Nur Muhammad), my little sister (Saskiya Cekli Maulida).

8. All the lecturers in English Education Department.

10. My beloved family including my aunts (Deni Sulistyaningsih and Evi Retnoningsih), my grandmothers (Muntianah and Suparti), and my grandfathers (Badrun and Muhsin).

11. My best friends Dewi Mariam, Yeni Suci Wulandari, Nurhamidah Sab’atun Arroyani, Siti Mubarokah, Utami Rahayu, Sinta Denna Lestari whose always give me big support.

Salatiga, 15 March 2019
The Researcher

Dian Indra Rukmana
11314026
ABSTRACT


Keyword: Matching game, English grammar.
The objectives of the study are: (1) To find out the implementation of matching game to improve students’ mastery on English grammar for the eleventh grade students of SMA Islam Sudirman Bringin in the academic year of 2018/2019. (2) To find out the significance of using Matching Game to improve students’ mastery on English grammar. The number of subject of the research are 16 students of SMA Islam Sudirman Bringin. The methodology of this research was Classroom Action Research. It was conducted in two cycles. Each cycles contains four steps. They were planning, action, observation, and reflection. The researcher took the role as an observer who observed everything that happened in the class while the teacher performed classroom action research for the students. The data collected through observation, pre-test, post-test, and documentation. The result showed that the students’ mastery on English grammar improve significantly. The T-test of cycle I is 6.02, and cycle II is 7.73, its means that higher than T-table is 2.946. The improvement of the cycle I is 31.25% and in the cycle II is 37.5%. The passing grade was 65 and the target of passing grade was 85%. The students passed the passing grade. The target of cycle II was achieved. The data showed that the results of the T-test in the first cycle and the second cycle is higher than T-table. Based on the result, the researcher recommends using Matching Game in English teaching.
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CHAPTER I
INTRODUCTION

A. Background of the Research

Language is one of the important things in this life. The researcher is able to express our feelings, opinions, ideas, experiences, etc. Without language, people are difficult to communicate with each other. There are many languages in this world; the first one is the English Language. In Indonesia, English is classified as an International language. There are some skills in English, such as listening, speaking, reading and writing. If students want to master the English language and their knowledge in life, they should master those skills.

Unfortunately, English grammar sometimes makes Indonesian students confused because it is different from the grammar of their mother tongue, so that the ability of the Indonesian’s students in grammar still low. From this, the researcher tries to conduct research by using matching game to improve the students’ mastery on English grammar.

Matching game is one of the possible way that can help the teacher to develop their students’ mastery on English grammar. However, vocabulary is easy although the fact it is vocabulary that the students fear most. The hardest part to understand is grammar. Therefore a student who has sufficient knowledge of grammar is potentially able to understand that language skill. The student is able to use the language function in daily life. Studying
grammar helps your understanding in grammar. So that you able to listen, read, speak and write.

Based on information obtained from an interview with the English teachers at SMA Islam Sudirman Bringin. The researcher concludes that many students do not understand grammar. The teachers delivered the material by using deductive learning approach. The teacher only explained a little, wrote important points on the board, gave a few examples, then told students to make an example of the materials, and then asked students to re-record important points written by the teacher on the board. After the teacher feels the students understand enough, the teacher asks the students to do the exercises in their field with a short time. Here students feel bored with the monotonous learning process because the teacher does not make the learning process more creative and innovative. Therefore in the teaching and learning process indeed require a variety of fun learning techniques.

Based on the explanation above, the researcher decided to conduct research entitled “THE USE OF MATCHING GAME TO IMPROVE THE STUDENTS’ MASTERY ON ENGLISH GRAMMAR” (A Classroom Action Research at the Eleventh Grade of SMA Islam Sudirman Bringin in The Academic Year of 2018/2019). This uses classroom action research, the purpose is to know students’ mastery on English grammar.
B. Problems of the Research

To focus this research on English grammar, the researcher formulates two research questions as follows:

1. How is the implementation of Matching Game to improve students’ mastery on English Grammar?
2. How significance is the improvement of students’ mastery on English Grammar using Matching Game?

C. Purposes of the Research

In relation to the research problem, the objectives of the research are:

1. To find out the implementation of Matching Game to improve students’ mastery on English Grammar.
2. To find out the significance of using Matching Game to improve students’ mastery on English Grammar.

D. Benefits of the Research

The researcher expects that the research gives some benefits.

a. For the researcher, this research can give the contribution to another researcher to find out a fun strategy to improve students’ mastery on English grammar by using “matching games”.

b. For the English teacher, this research became one of the interesting ideas on teaching technique and can help the teacher easier to teach by using interesting way.
c. For the students, to improve mastery of English grammar by using matching game and the students will be more active in the learning process.

E. Success Indicator

The success indicator of this research is referred to as the criteria of the passing grade (KKM). The passing grade of English lesson in SMA Islam Sudirman Bringin is 65. The teacher and the researcher expect that there are at least 85% of students who pass the passing grade.

F. Research Method

1. Research Design

The researcher used classroom action research in this study. Classroom action research is the research conducted by the teacher in the classroom, this research was used as a tool to solve problems that occur in the classroom. Kasihani (1999) showed that classroom action research is practical research, aimed to repair deficiencies of classroom’s learning practices by doing some actions. According to Elliot (1982) classroom action research is a review about social situation aimed to improve action quality.

The researcher choosed classroom action research because in the learning process the researcher found the problems that student had a low vocabulary. They did not have enough vocabulary, so the researcher used classroom action research to solve the problem.
2. Research Subject

a. Setting of Place

The research was carried out in SMA Islam Sudirman Bringin. SMA Islam Sudirman Bringin is one of the senior high schools in Regency Semarang. The general description of SMA Islam Sudirman as follows:

1) School Name : SMA Islam Sudirman
2) NPSN : 20320372
3) Address : Jl. Diponegoro No. 08
4) Village : Bringin
5) Subdistrict : Bringin
6) City : Regency Semarang
7) Province : Central Java
8) Post Code : 50772
9) Telephone : 0815-7556-1557
10) Email : smasudirmanbringin@gmail.com
11) School Type : B
12) School Status : Private

SMA Islam Sudirman Bringin was built in 1978. The location is in Bringin village, Jl. Diponegoro No. 08, Bringin, Regency Semarang, and Central Java. This school area is about 1600 meters. It consists of classroom and facility such as office room,
administration room, toilet, laboratory room, library, park area, mosque, canteen, etc.

b. Setting of Time

The schedules of the research started from observation, asking for permission until the treatment of the cycles are shown in table bellows:

<table>
<thead>
<tr>
<th>No</th>
<th>Date and Time</th>
<th>Activities</th>
<th>Place</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Monday, 10 January 2019</td>
<td>Interview and observation of the school environment</td>
<td>SMA Islam Sudirman Bringin</td>
</tr>
<tr>
<td>2.</td>
<td>Saturday, 23 February 2019</td>
<td>Asking for permission</td>
<td>SMA Islam Sudirman Bringin</td>
</tr>
<tr>
<td>3.</td>
<td>Tuesday, 26 February 2019</td>
<td>Cycle 1</td>
<td>SMA Islam Sudirman Bringin</td>
</tr>
<tr>
<td>4.</td>
<td>Thursday, 28 February 2019</td>
<td>Cycle 2</td>
<td>SMA Islam Sudirman Bringin</td>
</tr>
</tbody>
</table>

c. Subject of the Research

The subject of the research was the eleventh-grade students of SMA Islam Sudirman Bringin in the academic year 2018/2019. It consists of 16 students and Mrs. YS is as the teacher in this class.
Table 1.2
Lists of Students

<table>
<thead>
<tr>
<th>No</th>
<th>Name</th>
<th>Sex</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>AWDS</td>
<td>Male</td>
</tr>
<tr>
<td>2.</td>
<td>AAP</td>
<td>Female</td>
</tr>
<tr>
<td>3.</td>
<td>BNC</td>
<td>Male</td>
</tr>
<tr>
<td>4.</td>
<td>DR</td>
<td>Male</td>
</tr>
<tr>
<td>5.</td>
<td>DS</td>
<td>Female</td>
</tr>
<tr>
<td>6.</td>
<td>HS</td>
<td>Female</td>
</tr>
<tr>
<td>7.</td>
<td>J</td>
<td>Female</td>
</tr>
<tr>
<td>8.</td>
<td>NZ</td>
<td>Female</td>
</tr>
<tr>
<td>9.</td>
<td>NA</td>
<td>Female</td>
</tr>
<tr>
<td>10.</td>
<td>SA</td>
<td>Male</td>
</tr>
<tr>
<td>11.</td>
<td>ST</td>
<td>Female</td>
</tr>
<tr>
<td>12.</td>
<td>SP</td>
<td>Female</td>
</tr>
<tr>
<td>13.</td>
<td>SAS</td>
<td>Female</td>
</tr>
<tr>
<td>14.</td>
<td>TA</td>
<td>Female</td>
</tr>
<tr>
<td>15.</td>
<td>UNI</td>
<td>Female</td>
</tr>
<tr>
<td>16.</td>
<td>VF</td>
<td>Male</td>
</tr>
</tbody>
</table>

3. Research Procedure

In this research, the researcher used a classroom action research method. There are two cycles of classroom action research. The model of this research takes by Kemmis and Mc Taggart (1988) that each cycle consists of 4 steps (planning, action, observing, reflecting). These are procedures of the research as follow:
a. Planning

The activities in the planning were:

1) The researcher prepared materials from the syllabus, made a lesson plan, and designed the steps in doing the action.

2) The researcher prepared a list of students’ name and scoring.

3) The researcher prepared to teach aids.

4) The researcher prepared sheets for classroom observation to know the class situation and students behavior when the learning process.
5) The researcher prepared a worksheet for the students (to know the comparison the students English score)

b. Action

In this stage, the researcher had to follow the program in the planning. This stage was done by carrying out a lesson plan on teaching English grammar. The cycle is started by giving a pre-test to the students. The result of the pre-test was compared to the result of post-test. The researcher presented the actions of the research are as follows:

1) Pre-test
2) Teaching English using the matching game
3) Give time to students to ask any problems or difficulties
4) Post-test

c. Observation

In this step, the researcher observed the class situation and researches all events during the action. The researcher arranged observation form. This observation forms had to be prepared before teaching or the action.

d. Reflection

The researcher’s reflection was done by making a discussion with the teacher to know the changes happened toward student sand classroom atmosphere. The researcher analyzed the observation sheets and identified the problems to find the
alternative decision to solve the problem. Then the next cycle may be determined or designed.

4. **Technique of Data Collection**

   a. Observation

   The researcher collected the data in the teaching-learning process by observing the class situation and condition. According to Malderez (2004), observation is commonly used in education as a tool to support important understanding and development.

   b. Test

   Test is used to pre-test (10 items of multiple choises and 10 items of fill in the blank) and post-test (10 items of multiple choises and 10 item of fill in the blank), these are used to know the students’ mastery of English grammar. Pre-test is used to know student’s mastery before teacher teaches them using matching game. Post-test is given after they were given different treatment to know the result of the different treatment.

   c. Documentation

   In this learning, the researcher used photos, students’ work, mark/grade as the documentation of the research.
5. **Research Instruments**

In this research, the researcher used some instruments to get data and information. The instruments are as follows:

a. **Test**

The researcher used pre-test and post-test as the research instrument. The researcher gave pre-test before treatment to know about students’ mastery on English grammar. The researcher gave post-test after the treatment to know about students’ mastery on English grammar.

1) **Pre-test**

The pre-test is given to the students before the teacher uses the Matching Game in the teaching-learning process. The aim of pre-test is to know the students’ mastery on English grammar before treatment. The pre-test contain of 10 items of multiple choices and 10 items of fill in the blank.

2) **Post-test**

Post-test is given to the students after the Matching Game is implemented. The aim of the post-test is to know the improvement of the students’ mastery on English grammar after they get treatment. The post-test contain of 10 multiple choices and 10 fill in the blank.
6. Data Analysis

In this research, the researcher uses quantitative and qualitative for analyzing data.

a. Quantitative Analysis

According to Creswell (2013), a quantitative approach is one within which the investigator primarily uses post-positivist claims for developing information of knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and queries, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data.

According to Sudijono (2010) cited in Paramita (2017), to calculate the mean of pre-test and post-test, the researcher used the following formula:

1) Mean

\[ M_X = \frac{x + y}{2} \]

Explanation:

\( M \) = Mean of students’ score
\( x \) = total score of pre-test
\( y \) = total score of post-test
\( N \) = the total number of students
2) Calculation Mean of Difference

\[ MD : \sum D \]

Explanation:

\[ MD : \text{Mean of Difference} \]
\[ \sum D : \text{Total Difference between pre-test and post-test} \]

3) Standard deviation

The researcher calculates SD with formula as follows:

\[ SD : \]

Explanation:

\[ SD = \text{Standard deviation for one sample test} \]
\[ D = \text{Difference between pre-test and post-test} \]
\[ N = \text{Total number} \]

4) T-test

After calculating the SD, the researcher calculates T-test to know if there are significant differences between pretest and post-test. Researcher calculates with formula as follows:

\[ T : \]

Explanation:

\[ T = t\text{-test for the difference between pre-test and post-test} \]
SD = Standard deviation for one sample t-test

D   = Differences between pre-test and post-test

N   = Total number of sample

3) Qualitative Analysis

According to Creswell (2013) instead, a qualitative approach is one in which the inquirer often makes knowledge claims based primarily on constructivist perspectives (i.e., the multiple meanings of individual experiences, meanings socially and historically constructed, with an associate degree intent of developing a theory or pattern) or advocacy/participatory views (i.e., political, issue-oriented, collaborative, or change-oriented) or both. This is to analyze the data such as the interaction of the students and the teacher, students’ activities, and the result of observation.

G. Research Organization

Chapter I tells about introduction. The researcher explains about general background of the research, problem of the research, purposes of the research, benefits of research, research method, and graduating paper outline. Chapter II describes about theoretical framework and previous research. The researcher will explain more about the matching game and English grammar. Chapter III describes about research report. It describes the treatment of each cycle. Chapter IV describes about finding and discussion. It consists of description about the data each of cycle and analysis of the research data. Chapter V describes about conclusions and suggestions. This chapter presents
all the conclusion of the research and also provides for implications and suggestions for further researchers and related institutions.
CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. Games

According to Hadfield (1999), game is an activity with rules, a goal and an element of fun. Similarly, According to Kim (1991), game is the stick senses, which have a definite beginning and end, are governed by the rule. According to Greenall (1990) cited in Tuan and Doan (2010), consider that the term game is used whenever there is an element of competition between individual students of teams in a language activity. From the definition above, the game is a fun activity that can use a language activity that uses some rules.

2. Kind of games

There are many kinds of games According to Hadfield (1999), the kinds of game, those are:

a. Information gap

Students raise their partners to induce missing data to finish the task or card they need or along solve a complication.

b. Guessing games

The player with the knowledge deliberately withholds it, while others guess what it may be.
c. Search games

Players should obtain all or an oversized quantity of the knowledge obtainable to fill during a form or to resolve a problem.

d. Matching games

These games involve matching pairs of cards or footage. Everyone should realize a partner with a corresponding card or an image.

e. Matching-up games

Each player during a team contains a list of opinions, preferences, wants or possibilities. Through discussion and compromise, the group must reach an agreement.

f. Exchanging games

Players have certain articles, or ideas which they wish to exchange for others. The aim of the game is to create an associate degree exchange that is satisfactory to either side.

g. Collecting games

Players need to collect cards in order to complete a set combining activities. Players should act on sure data so as to rearrange themselves in teams.

h. Arranging games

Players should acquire data and act thereon so as to arrange things during a specific order.
One of the games mentioned by Hadfield is a matching game. The researcher thinks a matching game is interesting to be applied.

3. **Advantages Using Game**

According to Kim (1995), cited in Amijayanti (2016), the advantages of using games in the classroom are:

a. Games are a welcome to break from the usual routine of the language class.

b. They motivate and challenge students.

c. Students make a big effort in learning a language. Games help students to sustain this effort of learning.

d. It develops language skills such as writing, listening, speaking, and reading.

e. Students are encouraged by games to communicate and interact.

f. Games are a good way of creating a meaningful context for language use.

From the statement above, the researcher concludes that game is a good way of activity in the classroom that can help the student to develop their language skill. The game also makes students motivate in learning in an interesting way and make them active in the learning process. One the game that makes students fun in the classroom is matching game.
4. **Matching Game**

   a. Characteristics of matching game are:

      1) **Materials**

         The material of this game is the card with a sentence written on each in different types, a question cards and an answer cards.

      2) **Time**

         This game takes 15 minutes to play.

5. **Procedures Using Matching Game**

   a. The teacher gave the students some motivations and then delivers the learning material.

   b. The teacher divided the class into two groups: group A and group B

   c. The teacher gave an explanation of the role of matching game.

   d. The teacher prepared the cards before. The card was consisting of two types. The cards were distributed to the students. Each student got one card.

   e. The teacher gives the students 1 minute to determine the pair from their own card.

   f. The teacher asked the students to match the cards with their appropriate pairs. Each of the students had to be able to match their cards on time. If the students were not able to match their card in a given time (1 minute), they got the punishment that is agreed before.

   g. After the students found the match of the card, they wrote the sentence in the paper that the teacher prepared before and submit it.
In the last session, the teacher and student discussed together the match cards were they find and make a conclusion from the material given clearly.

6. Advantages and Disadvantages of Using Matching Game

According to Ramadhan (2008), the advantages and disadvantages using of Matching Game are:

a. Advantages

1) Able to create an active and pleasant learning atmosphere
2) The learning material delivered is more interesting to students
3) Able to improve student learning outcomes to achieve the level of mastery learning in classical.

b. Disadvantages

1) Guidance from the teacher is needed to carry out activities
2) The available time needs to be limited so that students don't play too much in the learning process.
3) The teacher needs adequate preparation of materials and tools

From the statement above, the researcher concludes matching game the students being more active in the learning process. The student can learn to identify the problem in their card. In the other hand, the teacher should prepare well the materials and the aids of the learning process. It takes a long time to prepare it.
7. **Grammar**

According to Gerot and Wignel (1994), grammar is a theory of language, of how languages is put together and how it works. According to Thornbury (1999) grammar is a description of the rules for forming sentences, including an account of the meanings that these forms convey.

Based on the explanation above, grammar means the basic signals by which a language transmits its meaning. So learning grammar is a must when students are expected to acquire a language.

8. **Kinds of Grammar**

There are so many types of English grammar that should be known. The researcher want to explain some tenses, direct and indirect speech.

The most basic of English grammar is tenses. In learning English, one of the general and base problems that are usually faced is tenses problem. Most of students do not understand what is spoken in tenses problem. There are many kinds of tenses, but in this case, the researcher just want to explain some tenses; simple present tense, simple past tense and past continuous tense.

a. Tenses

1) **Simple Present Tense**

Simple present tense is a tense used to assert an activity that has been a habit or action. According to Sujardi (1980) cited in Saraswati (2014) there are two types of present tense; verbal and nominal.
a) Verbal, it means that the sentence of present tense uses a
verb. The form as follow:

i. Positive (+)
   \[ S + V1 \text{(s/es)} \]
   Example: Putra goes to library every friday

ii. Negative (-)
   \[ S + \text{do/does not} + V1 \]
   Example: Putra doesn’t go to library every friday

iii. Interrogative (?)
   Do/Does + S + V1
   Example: Does Putra go to library every Friday?
   
   For the interrogative sentence, do/does must be put before subject. We use /s/ or /es/ if the pronouns are he, she, it. We add /es/ in a verb if the verb is ended by /o/, /ss/, /x/, /sh/, and /ch/, and the subject are he, she, it.

b) Nominal, it means that the sentence does not use a verb, but it can be adjective or adverb of place. The pattern as follow:

i. Positive (+)
   \[ S + \text{To be(is, am, are)} + ... \]
   Example: Firman is handsome.

ii. Negative (-)
   \[ S + \text{To be(is, am, are) not} + ... \]
Example: Firman is not handsome.

iii. Interrogative (?)

To be (is, am, are) + S + ...?

Example: Is Firman handsome?

For interrogative sentence, to be (is, am, are) must be put before subject because it indicates question. “Is” is used for he, she, and it. “Am” is used for I. While “are” is used for they, we and you.

2) Simple Past Tense

According to Wilkinson (2004) past tense is generally used to assert an action or event that is done or happens in the past time. Common time expressions that are used the Simple Past Tense includes yesterday, ago, last week, last month, for three years, etc.

a) Positive (+)

S + V2

Example: They came to my house yesterday.

b) Negative (-)

S + did not + V1

Example: They did not come to my house yesterday.

c) Interrogative (?)

Did + S + V1?

Example: Did they come to my house yesterday?
3) Past Continuous Tense

According to Susanto (1991) past continuous tense is a form of time to express an event which is happening in the past.

a) Positive (+)

S + to be past (was, were) + Ving

Example: I was reading book when my sister came home.

b) Negative (-)

S + to be past (was, were) not + Ving

Example: I was not reading book when my sister came home.

c) Interrogative (?)

To be past (was, were) + S + Ving?

Example: Was I reading book when my sister came home?

b. Direct and Indirect Speech

1) Direct Speech

According to Schrampfer (1992) direct speech refers to reproducing another person’s exact word.

Example:

a) Ann said, “I am hungry.”

b) Tom said, “I need my pen.”

c) Puput said, “I can work hard.”
2) Indirect Speech

According to Schrampfer (1992) indirect speech refers to reproducing the idea of another person’s exact words.

Example:

a) Ann said that she was hungry.

b) Tom said that he needed his pen.

c) Puput said that she could work hard.

B. Previous Researches

In order to improve understanding of this research that focuses on the dependent and independent clause, the researcher presents three relevant studies. The first research has been done by Paramita (2017). The results of the research showed that matching game successfully improvement the students’ understanding of irregular verb of simple past tense.

The second research has been done by Muslimin (2014/2015). The analysis findings show that matching game improves the students’ vocabulary mastery. In this analysis, the null hypothesis (Ho) is rejected and the alternative hypothesis (Ha) is accepted. It indicates that matching Game increased the vocabulary mastery. In conclusion, the matching game is effective to support the students’ learning of specific term in local folklore.
The third research has been done by Saraswati (2014/2015). The result of the research showed that using board game can improve students’ grammar mastery.

In short, compared to the previous researches above, this research has some differences from the previous ones such as the subject of the research in which researcher examines Matching Game for SMA Islam Sudirman Bringin at the Eleventh grade students since there is no research that has been conducted for SMA Islam Sudirman Bringin with the Implementation of Matching Game and for this research use Classroom Action Research since the previous research do not deal with this issue yet.

By considering the three previous kinds of research, the researcher would like to conduct research entitled “The Use of Matching Game to Improve the Students’ Mastery on English Grammar in the 11th Grade of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019”. This research is Action Classroom Research.
CHAPTER III
IMPLEMENTATION OF RESEARCH

A. Procedures of the Research

The researcher used Classroom Action Research in this research. According to Wiriaatmaja (2005) Classroom Action Research is how a group of teachers organized their learning practice condition, and learn from their own experiences. In this research, the researcher used 2 cycles that contain four steps for each cycle, such as planning, action, observation, and reflection. The activities in each cycle were presented as follows:

1. Cycle I

a. Planning

The activity in the planning step was classified as follows:

1) Preparing the syllabus,
2) Preparing material, making the lesson plan and designing the steps in doing the action,
3) Preparing technique (matching game) and media (the card)
4) Preparing the list of students’ name and scoring list,
5) Preparing the Instruments (pre-test and post-test) (Criteria of the minimum score is 65)
6) Preparing the camera to take the pictures
7) Preparing teaching aids,
8) Preparing an observation sheet for classroom activity, to know the class situation and students attitudes when the method or teaching technique is applied,

b. Action

In this section, the learning process was led by the teacher. In the acting stage, the implementation of the matching game presented as below:

1) The teacher gave pre-test for students
2) The teacher asked the students about grammar
3) The teacher explained about grammar
4) The teacher divided the class into two groups
5) The teacher taught English using the matching game
6) The teacher gave each student a card
7) The teacher gave the explanation about the rules of the game
8) The teacher asked the students to match their card with the other student in the other group
9) The teacher gave a punishment that was agreed upon before with the students who get the wrong card
10) The teacher corrected and gave feedback to the students’ task
11) At the end of the lesson, the teacher gave the post-test

c. Observation

The researcher observes the students and teacher actively in the learning process by using the observation checklist.
Field note for students and teacher

Table 3.1 Observational Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Observer</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students</td>
<td>● Students felt enthusiastic to follow the lesson</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students gave attention to the teacher’s explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students were active during the learning process</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students applied matching game well</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students understood the teacher’s explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students did the evaluation well</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher</td>
<td>● The teacher prepared the material well</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The teacher conducted the classroom well</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The teacher used the time effectively</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The teacher conveyed matching game clearly</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The teacher asked the student’s difficulties</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The teacher gave an evaluation after the lesson</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

d. Reflection

The researcher assessed the activities that have been carried out. The teacher and the researcher discussed to make an evaluation of what should they do to solve the problems. The researcher analyzes the data from the test and observation sheet of Cycle 1.
2. Cycle II

The second cycle does base on the result of reflection from the first cycle. If the result from observation shows that the quality of students is still low, it is needed another action in order to make improvement of the quality for the next cycle. The procedures are as follows:

a. Planning

In the planning stage of the second cycle, the researcher would do several activities that would be designed as below:

1) Identifying the problem and making the solution to the problems

2) Preparing the syllabus,

3) Preparing material, making the lesson plan and designing the steps in doing the action,

4) Preparing technique (matching game) and media (the cards)

5) Preparing the list of students’ name and scoring list,

6) Preparing the Instruments (pre-test and post-test) with the standard of scoring was 65.

7) Preparing the camera to take the pictures

8) Preparing teaching aids,

9) Preparing sheet for classroom observation, to know the class situation, and students attitudes when the method or teaching technique is applied,
b. Action

In this section, the learning process is led by the teacher. The activities in the action as follows:

1) The teacher asked the students about the material that have already discussed at the previous meeting.
2) The teacher explains again about the material
3) The teacher also divided the class into two groups
4) The teacher taught English by using the matching game
5) The teacher gave each student a card
6) The teacher gave the explanation about the rules of the game
7) The teacher asked the students to match their card with the other student in the other group
8) The teacher gave a punishment that was agreed upon before with the students who get the wrong card
9) The teacher gave correction and feedback to the students’ task
10) At the end of the lesson, the teacher gave the post-test

c. Observation

The researcher observes the students actively in the learning process by using the observation sheet. The observation sheets were the same as the cycle I.

d. Reflection

The researcher appraises the activities that have been carried out. The teacher and the researcher discussed to make an
evaluation of what should they do to solve the problems. The researcher analyzes the data from the test and observation sheet of Cycle II.

**Table 3.2**

**Scoring rubrics for exercise 1 and exercise 2**

<table>
<thead>
<tr>
<th>Item of exercises</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 1 (multiple choice)</td>
<td>Correct Answer</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Incorrect answer</td>
<td>0</td>
</tr>
<tr>
<td>Exercise 2 (complete in the blank of sentences)</td>
<td>Correct Answer</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Incorrect answer</td>
<td>0</td>
</tr>
</tbody>
</table>

Based on the rubrics in table 3.2, the researcher set a level of students’ achievement as in table 3.3

**Table 3.3**

**The level of students’ achievement**

<table>
<thead>
<tr>
<th>GRADE</th>
<th>Criteria of assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Excellent</td>
<td>95-100</td>
</tr>
<tr>
<td>Very good</td>
<td>80-90</td>
</tr>
<tr>
<td>Good</td>
<td>65-75</td>
</tr>
<tr>
<td>Average</td>
<td>50-60</td>
</tr>
<tr>
<td>Poor</td>
<td>35-45</td>
</tr>
<tr>
<td>Very Poor</td>
<td>0-30</td>
</tr>
</tbody>
</table>
CHAPTER IV

RESEARCH FINDINGS AND DISCUSSIONS

A. Research Findings

The research consists of two cycles, each cycle consists of planning, implementation of action, observation, and reflection. All steps of this research would be explained in the description below:

1. Cycle I

   a. Planning

   In this step, the researcher made a plan about the research by analysis the syllabus of SMA Islam Sudirman Bringin at the eleventh grade and the researcher discussed with the teacher about the topic of the material which wants to use in teaching and learning process. After the researcher and the teacher agree on the topic to be taught, the researcher prepared the material based on the topic. In these steps the researcher prepared several instruments, as follow:

   1) Lesson Plan

   The researcher prepared the lesson plan to see, observe, and analyze the teaching and learning process. The researcher used the lesson plan so that the teacher has a reference to carry out the teaching and learning process to be more directed, effectively and efficiently in the class.
2) Material

The researcher prepared the material based on the topic English grammar like a definition, generic structure, language feature, purpose, and an example. The researcher also prepared 1 text that related to the topic (Spoof text).

3) Observation sheet

The researcher prepared the observation sheet to know the activities of the teacher and students’ during the teaching and learning process.

4) Students’ Attendance List

The researcher prepared the students’ attendance list so that the teacher knows the students who are present and absent in the class to follow the teaching and learning process.

5) Pre-test and Post-test

The researcher prepared the pre-test and post-test to know the ability of students’ mastery on English grammar before and after using the matching game in the learning process. The researcher gave the pre-test before Matching Game was implemented to known ability of students’ mastery on English grammar. The researcher gave the post-test after the Matching Game was implemented to know the result of students’ mastery on English grammar.
6) Camera

The researcher prepared the camera to collect documentation during the learning and teaching process.

b. Action

Cycle 1 has been done on Tuesday, February 26, 2019, in SMA Islam Bringin. The teacher was Mrs. YS and the researcher role as observer. The teacher and the researcher entered the class at 11.15 A.M.

The teacher opened the lesson by saying "Good Morning students" and asked about their condition today by "How are you today?", and then the students answered, "I am fine, and you?", the teacher answered "I am wonderful, thank you". After the teacher gave opened the lesson, the teacher introduced the name and the purpose of the researcher come in the class.

Before the teacher gave the material of learning, the teacher gave pre-test to students. The pre-test consists of 20 questions of 10 multiple choices and 10 fill the blank. The teacher gave 25 minutes to do a pre-test.

After the students’ complete the pre-test, the students collected the pre-test in the teachers’ table. And then, the teacher gave material to the students. The teacher used handout for the material. The teacher asked the students to read and learn the handout before the teacher explained the material. The teacher asked students the kinds of
English grammar. The students explained the definition to read the handout. After that, the teacher asked the students the definition of the kinds of grammar. Because the students could not answer, the teacher explained in Bahasa. After that, the teacher explained more about the kind English grammar in Bahasa in order to make the students understood about the material, and gave some examples of sentences. Before the teacher gave the treatment matching game, she asked students to identify the grammar in the text.

After the teacher explained and gave some examples of the English grammar, the teacher used the matching game. The procedure in matching game as follows:

1) The teacher divided the students into two groups

The teacher divided the students into two groups, one group consisting of half of students in the class. The students could not choose the group by their self.

2) The teacher distributed the cards to each student of the group

The teacher gave 1 card to each student of the group at random.

3) The students read and understand the card.

The teacher asked all of the students understand the meaning of the card. The teacher gave 2 minutes the students understand the card.
4) The teacher asked the students to guess what the pairs of their cards.

5) The teacher asked the students to stand in front of the class according to their group.

   The teacher asked the students to stand in front of the class and then asked the students to show their card to another group so that each of them could see which pairs are their cards.

6) The teacher asked the students to approach each other and looked for a partner from their card.

7) The teacher asked the students to write the results of the pairing of their cards in the whiteboard.

8) The teacher and the students analyzed the answers written on the whiteboard.

9) The teacher asked the students whether they understood the material today.

10) The teacher gave conclusions from the material that was learned that day.

   Before the teacher closed the learning process in the classroom, the teacher gave a post-test to the students. The test consists of 20 questions of 10 multiple choices and 10 fill the blank. Then, the teacher gave 25 minutes to do a post-test about English grammar. After the students finished the post-test, the students collected the post-test in the teacher’s table. And then,
the teacher closed the class by saying “Thanks for your nice attention, Wassalamualaikum”. The lesson closed at 13.45 P.M.

c. Observation

The researcher observed the activities of the students and the teacher in the learning process by using the observation checklist. The observation to found out the situation and conditions of the students and the teacher’s activities in the learning process. The purpose of this activity evaluated the teaching and learning process. The explanation of the result of the students and teacher’s observational is as follows:

Table 4.1

Observational Checklist of Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Observer</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students</td>
<td>Students felt enthusiastic to follow the lesson</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students gave attention to the teacher’s explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students were active during the learning process</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students applied matching game well</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students understood the teacher’s explanation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Students did the evaluation well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher</td>
<td>The teacher prepared the material well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher conducted the classroom well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher used the time effectively</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>The teacher conveyed matching game clearly</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
The teacher asked the student’s difficulties

<table>
<thead>
<tr>
<th>The teacher gave an evaluation after the lesson</th>
</tr>
</thead>
<tbody>
<tr>
<td>√</td>
</tr>
</tbody>
</table>

Based on the students and teacher’s Observational Checklist above, the researcher observed and monitored all the students and the teacher on the learning activities.

In the classroom, students understood the material delivered by the teacher even though the teacher must explain the material up to 2-3 times. When the teacher finished explaining the material, and then the teacher gave questions to the students to find out whether the students have understood well about the material that has been delivered. There were some students who raise their hands immediately and the students were able to answer the questions correctly.

When the teacher applied matching games, the teacher asked all students to come to the front of the class and all the students are very enthusiastic in following the game. The students were able to followed the procedure well. There were only two pairs of students got wrong to pairing their cards.

The teacher prepared the material well. Before the teacher closed the learning process, the teacher asked students if there are difficulties. After that, the teacher told students to do the post-test. The
teacher used time effectively. The learning process was finished when the bell shows the lesson is over.

Furthermore, to know a significant improvement in students’ mastery on English grammar, the researcher analyzed the result using T-test calculation from the result of the pre-test and post-test. The calculation as follow:

1) **Pre-test**

**Table 4.2**

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Sex</th>
<th>Pre-Test (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWDS</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>2</td>
<td>AAP</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>3</td>
<td>BNC</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>4</td>
<td>DR</td>
<td>Male</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>6</td>
<td>HS</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>7</td>
<td>J</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>8</td>
<td>NZ</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>9</td>
<td>NA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>10</td>
<td>SA</td>
<td>Male</td>
<td>50</td>
</tr>
<tr>
<td>11</td>
<td>SL</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>12</td>
<td>SP</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>13</td>
<td>SYA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>14</td>
<td>TA</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>15</td>
<td>UNI</td>
<td>Female</td>
<td>50</td>
</tr>
<tr>
<td>16</td>
<td>VF</td>
<td>Male</td>
<td>50</td>
</tr>
</tbody>
</table>

From the students’ score in the pre-test of the cycle I above, the researcher calculated the number of the students’ who passes the passing grade was:
Table 4.3
Calculation of Passing Grade of the Pre-Test in the Cycle I

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;65</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>65</td>
<td>1</td>
<td>6.25%</td>
</tr>
<tr>
<td>≤65</td>
<td>14</td>
<td>87.5%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

2) Post-test

Table 4.4
Result of Post-test Cycle 1

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Sex</th>
<th>Post-Test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWDS</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>2</td>
<td>AAP</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>3</td>
<td>BNC</td>
<td>Male</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>DR</td>
<td>Male</td>
<td>55</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>6</td>
<td>HS</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>7</td>
<td>J</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>8</td>
<td>NZ</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>9</td>
<td>NA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>10</td>
<td>SA</td>
<td>Male</td>
<td>55</td>
</tr>
<tr>
<td>11</td>
<td>SL</td>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>SP</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>13</td>
<td>SYA</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>14</td>
<td>TA</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>UNI</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>16</td>
<td>VF</td>
<td>Male</td>
<td>50</td>
</tr>
</tbody>
</table>

From the students’ score in the post-test of the cycle I above, the researcher calculated the number of the students who pass the passing grade was:
From the data above, it could be concluded they had been any improvement from cycle I. The students who pass the passing grade in the pre-test of the cycle I was 6.25%. In the post-test 37.5% of the students pass the passing grade. The improvement of the cycle I was 31.25%. However, the researcher expected that they were at least 85% of the students’ pass the passing grade.

3) Calculation of Mean

Table 4.6
Difference Square of Pre-test and Post-test in the Cycle I

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>D</th>
<th>D^2</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWDS</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>AAP</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>3</td>
<td>BNC</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>4</td>
<td>DR</td>
<td>55</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>60</td>
<td>65</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>6</td>
<td>HS</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>7</td>
<td>J</td>
<td>50</td>
<td>65</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>8</td>
<td>NZ</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>9</td>
<td>NA</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>SA</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>11</td>
<td>SL</td>
<td>50</td>
<td>55</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>SP</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>
4) Mean of Pre-Test

\[ M = \ldots \]

\[ = \ldots \]

\[ = 57.50 \]

5) Mean of Post-test

\[ M = \ldots \]

\[ = \ldots \]

\[ = 64.38 \]

The mean of pre-test was 57.50 and the mean of post-test was 64.38. It means of post-test higher than of pre-test. It could be concluded that this cycle I has any significant improvement of the students’ mastery on English grammar after using Matching Game.

6) Calculation of Mean Difference

\[ MD = \ldots \]

\[ = \ldots \]

\[ = 7.19 \]
7) Calculation of the Students Deviation

\[ SD = \_\_\_ \]

\[ = \_\_\_ \]

\[ = \_\_\_ \]

\[ = \_\_\_ \]

\[ = \_\_\_ \]

\[ = 4.66 \]

8) Standard Error for the Mean Difference

\[ = \_\_\_ \]

\[ = \_\_\_ \]

\[ = \_\_\_ \]

\[ = 1.195 \]

9) Calculation of Test

\[ = \_\_\_ \]

\[ = \_\_\_ \]

\[ = 6.02 \]

From the data of cycle I above, the researcher find that the T-test is 6.02 and the T-table with N-1 is 2.131. The significant
level is 5%. The value of the T-test is higher than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.

d. Reflection

Based on the analysis of cycle 1, the researcher as an observer reflected that the using Matching game in the eleventh class was not effective yet. The researcher found some problems in cycle I. Many students got difficulties about the English grammar. They were some students who did not finish their assignment for identify sentence in spoof text. The researcher saw improvement from the students. When applying matching game, they were more active than before. Furthermore, many students could not find their appropriate pair. So, the teacher gave the guidance while they searched for an appropriate pair. The students still get difficult to determine English grammar. It causes, the result of the test was not achieve the target of the passing grade.

The passing grade for English lesson was 65 but the students’ score of the post-test showed that there was only 37.5% of students who got the score higher than a passing grade. In the pre-test, the students’ score showed that there was 6.25% of students who got the score higher than a passing grade. It’s mean that although there were an improvement, the researcher and the teacher had to conduct the next
cycle because there must be at least 85% of the students who got the score higher than Passing Grade.

2. Cycle II

a. Planning

In this step, the researcher was prepared as follows:

1) Lesson Plan

The teacher prepared the lesson plan that arranged based on the problem in the result of the cycle I.

2) Material

The researcher prepared the material that still some with cycle 1 about English grammar. In cycle II, the researcher selected the different text with cycle I. When in cycle I the researcher used text with the title is “Three Birds on a Tree Branch”, in cycle II the researcher used text with the title is “Love Money too Much”.

3) Observation sheet

The researcher prepared the same observation sheet with the cycle I.

4) Students Attendance List

The researcher prepared the students’ attendance list to a known total of students who enter in the class and follow the lesson.
5) Pre-test and Post-test

The researcher prepared the pre-test and post-test in these steps.

6) Camera

The researcher prepared the camera to collect documentation during the learning and teaching process.

b. Action

The cycle II has been done on Thursday, February 28th 2019, in SMA Islam Sudirman Bringin. The teacher and the researcher entered the class at 07.00 A.M.

The teacher opened the lesson by greeting "Good Morning students" and asked about the condition of the students by "How are you today?", and then the students answered "I am fine miss, and you?", the teacher answered, "I am amazing, thank you". Then the teacher checked the book absent and calls the students to name one by one.

The teacher gave pre-test to students. The pre-test consist of 20 questions of 10 multiple choices and 10 fill the blank. Then the teacher gave 25 minutes to do a pre-test.

Then the teacher reviewed the previous material. She asked students "Did you remember the learning in the last meeting?", and then some students answered that they are learned about English grammar. Then, the teacher asked the students to explain about the
kind of English grammar. One of the students answered the teacher question and explained clearly, her name is Anggi.

The teacher explained again about the kinds of grammar and gave more example, the teacher asked the students “Did you understood about tenses?”, the students answered “yes”. The teacher also asked “what is the positive pattern of past tense?”, the students answered “Subject + V2”. Then, the teacher asked to “Titis” about the negative pattern of past tense and “Titis” answered by “Subject + did not + V1”. The teacher asked all of the students to give applause to “Titis”. After the teacher gave some example of tenses, the teacher asked the student to identify the grammar in the text.

After that the teacher used Matching Game, the teacher explained again about the procedure of Matching Game. The procedure in the Matching Game as follows:

1) The teacher divided the class into two groups

The teacher divided the class into two groups, one group consisting of half of students in the class. The students could not choose the group by their self.

2) The teacher distributed the cards to each student of the group

The teacher gave 1 card to each student of the group at random.
3) The students read and understand the card.

   The teacher asked all of the students understand the meaning of the card. The teacher gave 2 minutes the students understand the card.

4) The teacher asked the students to guess what the pairs of their cards.

5) The teacher asked the students to stand in front of the class according to their group.

   The teacher asked the students to stand in front of the class and then asked the students to show their card to another group so that each of them could see which pairs are their cards.

6) The teacher asked the students to approach each other and looked for a partner from their card.

7) The teacher asked the students to write the results of the pairing of their cards in the whiteboard.

8) The teacher and the students analyzed the answers written on the whiteboard.

9) The teacher asked the students whether they understood the material today.

10) The teacher gave conclusions from the material that was learned that day.

   And then the teacher and the students made the conclusion of the material. The teacher gave a post-test to the students. The test
consist of 20 questions of 10 multiple choices and 10 fill the blank. Then, the teacher gave 25 minutes to do a post-test about English grammar. After the students finished post-test, the students collected the post-test in the teacher’s table. And then, the teacher closed the class by saying “Thanks for your attention and great participation, I hope our material and lesson today could have benefit for you, Good Afternoon”. The teacher and the researcher exit the class at 08.45 AM.

c. Observation

In this step, the researcher also observed the teaching and learning process in the class.

<table>
<thead>
<tr>
<th>No</th>
<th>Observer</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students</td>
<td>● Students felt enthusiastic to follow the lesson</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students gave attention to the teacher’s explanation</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students were active during the learning process</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students applied matching game well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students understood the teacher’s explanation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Students did the evaluation well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher</td>
<td>● The teacher prepared the material well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The teacher conducted the classroom well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>● The teacher used the time</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.7

Students and Teacher’s Observational Checklist of Cycle II
Effectively

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>The teacher conveyed matching game clearly</td>
</tr>
<tr>
<td></td>
<td>The teacher asked the student’s difficulties</td>
</tr>
<tr>
<td></td>
<td>The teacher gave an evaluation after the lesson</td>
</tr>
</tbody>
</table>

From the observation checklist above, the researcher could conclude that the students more enthusiastic and active in the learning process. The teacher also gave a better learning process from the previous meeting. The teacher only reviewed a little of the previous material and gave examples of sentences. The teacher asked the students about the material that has been delivered before, and the students answered the questions together. That was indicated that students have really understand the material. When the teacher wanted to applied matching games and told the students to come to the front of the class there are students who say "Asiik permainan lagi" "yeeayy games again". All of the students were able to paired their cards correctly. The teacher also used time effectively.

Furthermore, to know significant improvement in students’ mastery on English grammar, the researcher analyzed the result of using t-test calculation from the result of the pre-test and post-test. The calculation as follow:
1) Pre-test

Table 4.8

Result of Pre-test Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Sex</th>
<th>Pre-Test (X)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWDS</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>2</td>
<td>AAP</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>3</td>
<td>BNC</td>
<td>Male</td>
<td>65</td>
</tr>
<tr>
<td>4</td>
<td>DR</td>
<td>Male</td>
<td>65</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>6</td>
<td>HS</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>7</td>
<td>J</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>8</td>
<td>NZ</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>9</td>
<td>NA</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>10</td>
<td>SA</td>
<td>Male</td>
<td>60</td>
</tr>
<tr>
<td>11</td>
<td>SL</td>
<td>Female</td>
<td>55</td>
</tr>
<tr>
<td>12</td>
<td>SP</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>13</td>
<td>SYA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>14</td>
<td>TA</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>15</td>
<td>UNI</td>
<td>Female</td>
<td>65</td>
</tr>
<tr>
<td>16</td>
<td>VF</td>
<td>Male</td>
<td>55</td>
</tr>
</tbody>
</table>

From the students’ score in the pre-test of the cycle II above, the researcher calculated the number of the students who pass the passing grade was:

Table 4.9

Calculation of Passing Grade of the Pre-Test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;65</td>
<td>8</td>
<td>50%</td>
</tr>
<tr>
<td>65</td>
<td>5</td>
<td>31.25%</td>
</tr>
<tr>
<td>&lt;65</td>
<td>3</td>
<td>18.75%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>
2) Post-test

Table 4.10

Result of Post-test Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Sex</th>
<th>Post-Test (Y)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWDS</td>
<td>Male</td>
<td>85</td>
</tr>
<tr>
<td>2</td>
<td>AAP</td>
<td>Female</td>
<td>90</td>
</tr>
<tr>
<td>3</td>
<td>BNC</td>
<td>Male</td>
<td>75</td>
</tr>
<tr>
<td>4</td>
<td>DR</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>6</td>
<td>HS</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>7</td>
<td>J</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>8</td>
<td>NZ</td>
<td>Female</td>
<td>85</td>
</tr>
<tr>
<td>9</td>
<td>NA</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>10</td>
<td>SA</td>
<td>Male</td>
<td>70</td>
</tr>
<tr>
<td>11</td>
<td>SL</td>
<td>Female</td>
<td>60</td>
</tr>
<tr>
<td>12</td>
<td>SP</td>
<td>Male</td>
<td>80</td>
</tr>
<tr>
<td>13</td>
<td>SYA</td>
<td>Female</td>
<td>75</td>
</tr>
<tr>
<td>14</td>
<td>TA</td>
<td>Female</td>
<td>70</td>
</tr>
<tr>
<td>15</td>
<td>UNI</td>
<td>Female</td>
<td>80</td>
</tr>
<tr>
<td>16</td>
<td>VF</td>
<td>Male</td>
<td>60</td>
</tr>
</tbody>
</table>

From the students’ score in the post-test of the cycle II above, the researcher calculated the number of the students who pass the passing grade was:

Table 4.11

Calculation of Passing Grade of the Post-Test in the Cycle II

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Number of Students</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>&gt;65</td>
<td>14</td>
<td>87.5%</td>
</tr>
<tr>
<td>65</td>
<td>0</td>
<td>0%</td>
</tr>
<tr>
<td>&lt;65</td>
<td>2</td>
<td>12.5%</td>
</tr>
<tr>
<td>Total</td>
<td>16</td>
<td>100%</td>
</tr>
</tbody>
</table>
Before conducting the action for the Cycle I, the researcher expected that 85% of the students could pass the passing grade. From the data above, it could be concluded that there was an improvement from the pre-test. The students who pass the passing grade in the pre-test of the cycle II was 50%. In the post-test 87.5% of the students’ pass the passing grade. There was an improvement as many as 37.5%. It means that the expectation was successfully achieved. Therefore, the researcher did not conduct the next cycle.

3) Calculation of Mean

Table 4.12

Difference Square of Pre-test and Post-test in the Cycle II

<table>
<thead>
<tr>
<th>No</th>
<th>Student Name</th>
<th>Pre-Test (X)</th>
<th>Post-Test (Y)</th>
<th>D</th>
<th>D²</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>AWDS</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>2</td>
<td>AAP</td>
<td>70</td>
<td>90</td>
<td>20</td>
<td>400</td>
</tr>
<tr>
<td>3</td>
<td>BNC</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>4</td>
<td>DR</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>5</td>
<td>DS</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>6</td>
<td>HS</td>
<td>75</td>
<td>85</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>7</td>
<td>J</td>
<td>70</td>
<td>80</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>8</td>
<td>NZ</td>
<td>80</td>
<td>85</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>9</td>
<td>NA</td>
<td>65</td>
<td>75</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>10</td>
<td>SA</td>
<td>60</td>
<td>70</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>11</td>
<td>SL</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>12</td>
<td>SP</td>
<td>75</td>
<td>80</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>13</td>
<td>SYA</td>
<td>70</td>
<td>75</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>14</td>
<td>TA</td>
<td>65</td>
<td>70</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>15</td>
<td>UNI</td>
<td>65</td>
<td>80</td>
<td>15</td>
<td>225</td>
</tr>
<tr>
<td>16</td>
<td>VF</td>
<td>55</td>
<td>60</td>
<td>5</td>
<td>25</td>
</tr>
<tr>
<td>Σ</td>
<td>1085</td>
<td>1220</td>
<td>135</td>
<td>1425</td>
<td></td>
</tr>
</tbody>
</table>
4) Mean of Pre-Test

\[ M = \ldots \]

\[ = \ldots \]

\[ = 67.81 \]

5) Mean of Post-test

\[ M = \ldots \]

\[ = \ldots \]

\[ = 76.25 \]

The mean of the pre-test of cycle II was 67.81 and the mean of the post-test was 76.25. It means of the post-test higher than the pre-test. It could be concluded that there was a significant improvement of the students’ mastery on English grammar after using Matching Game.

6) Calculation of Mean Difference

\[ MD = \ldots \]

\[ = \ldots \]

\[ = 8.43 \]
7) Calculation of the Students Deviation

\[
SD = \ldots
\]

\[
= \ldots
\]

\[
= \ldots
\]

\[
= \ldots
\]

\[
= \ldots
\]

\[
= \ldots
\]

\[
= \ldots
\]= 4.25

8) Standar Eror for the Mean Difference

\[
= \ldots
\]

\[
= \ldots
\]

\[
= \ldots
\]

\[
= \ldots
\]

\[
= 1.09
\]

9) Calculation of Test

\[
= \ldots
\]

\[
= \ldots
\]

\[
= \ldots
\]

\[
= 7.73
\]
The researcher found that the T-test is 7.73 and the T-table with N-1 is 2.131. The significant level was 5%. The value of the T-test was higher than the value of the T-table. So, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected. Therefore, the researcher concluded that the result of cycle II was really significant. Finally the teacher successful conducted this research. It also means that the Matching game could improve the students’ mastery on English grammar at the eleventh-grade students of SMA Islam Sudirman Bringin in the academic year of 2018/2019.

d. Reflection

The researcher analyzed students’ achievement and progress based on their test score. The passing grade for English lesson in SMA Islam Sudirman Bringin at the eleventh grade was 65. The students’ scores in the post-test of the cycle II showed that there were 87.5% of the students who got score higher than passing grades. The students answered the question was better than cycle I. In the pre-test of the cycle II there was 50% of the students who got the score higher than passing grades. It means, after reflection from cycle I was applied in the action of cycle II. The students’ scores improve as many as 93.75% in the post-test of the cycle II. The teacher and the researcher could be ended this research because
87.5% of the students had already passed the passing grades. The researcher did not conduct the next cycle.

B. Discussions

After the analysis, the students score in the cycle I and cycle II, the researcher concluded that there was a significant improvement of the students’ mastery on English grammar after using Matching game. The improvement could be seen as follows:

Table 4.13
Table of Data Observation

<table>
<thead>
<tr>
<th>No</th>
<th>Observer</th>
<th>Description</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>The students</td>
<td>• Students felt enthusiastic to follow the lesson</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students gave attention to the teacher’s explanation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students were active during the learning process</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students applied matching game well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students understood the teacher’s explanation</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• Students did the evaluation well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>The teacher</td>
<td>• The teacher prepared the material well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher conducted the classroom well</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher used the time effectively</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher conveyed matching game clearly</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher asked the student’s difficulties</td>
<td>√</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>• The teacher gave an evaluation after the lesson</td>
<td>√</td>
<td></td>
</tr>
</tbody>
</table>
Table 4.14

Table of Data Analysis

<table>
<thead>
<tr>
<th>No.</th>
<th>Analysis</th>
<th>Cycle I</th>
<th>Cycle II</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Mean of Pre-test</td>
<td>57.50</td>
<td>68.12</td>
</tr>
<tr>
<td></td>
<td>Mean of Post-test</td>
<td>64.38</td>
<td>76.25</td>
</tr>
<tr>
<td>2</td>
<td>Total of the students’ who pass the passing grade (≥ 65)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Pre-test</td>
<td>6.25%</td>
<td>50%</td>
</tr>
<tr>
<td></td>
<td>Post-test</td>
<td>37.5%</td>
<td>87.5%</td>
</tr>
<tr>
<td></td>
<td>Improvement</td>
<td>31.25%</td>
<td>37.5%</td>
</tr>
<tr>
<td>3</td>
<td>T-Table (N-16)</td>
<td>2.946</td>
<td>2.946</td>
</tr>
<tr>
<td>4</td>
<td>T-Test</td>
<td>6.02</td>
<td>7.73</td>
</tr>
</tbody>
</table>

From the data above, it could be seen that T-test was higher than the T-table. It means that there was any significant improvement of the students’ mastery on English grammar after using Matching game. The improvement also could be seen from the total of the students who got the score higher than a passing grade. In the cycle I, the improvement was 31.25% and in the cycle II, was 37.5%. On the result among T-test of the cycle I and cycle II the use of Matching game was successful to improve students’ mastery on English grammar. It could be seen from the table, T-test of cycle I was 6.02 and cycle II was 7.73. This T-test was higher than the T-table (2.946). So, the result of this research was the improvement students’ mastery on English grammar.

From the result above, the researcher wants to deliver that the use of matching game can improve students’ mastery on English grammar and it is appropriate with the relevant previous studies. The researcher takes the first research which is conducted Paramita (2017). The researchers Paramita (2017), says that the use of matching game successfully enhances students’
understanding of irregular verb of simple past tense. The result of this research hows that the matching game was appropriate for interesting teaching and can help students to comprehend their knowledge.

The second research is conducted by Muslimin (2014/2015). The researchers Muslimin (2014/2015), says that matching game is effective to support the student learning English. Using media make students understand the learning process into better. The students are very enthusiastic about playing the game and are very active. The result of this research is applying of matching game has significant improvement in the students' learning process.

Based on the result above, the researcher could conclude that Matching game could improve the students’ mastery on English grammar.
CHAPTER V

CLOSURE

A. Conclusions

After conducting the research of Matching game to improve students’ mastery on English grammar (a classroom action research of the eleventh-grade students at SMA Islam Sudirman Bringin in the academic year of 2018/2019), the researcher can conclude based on the findings discussed in the previous chapter that:

1. The implementation of Matching game to improve the students’ mastery on English grammar at SMA Islam Sudirman Bringin is finished successfully. The researcher gets the information from cycle I until cycle II. The implementation of each cycle can be divided into four parts. The first part, the teacher conducted pre-test and gave 25 minutes to finish the test. The second part, the teacher gave treatment about English grammar, kinds of grammar and the example of grammar. The third part, the teacher conducted treatment by using Matching Game. The fourth part was the post-test. The teacher gave 25 minutes to finish the test. In cycle I, the implementation of Matching Game was not really succesfull. In cycle II, there were four parts. The teacher used the same implementation as the cycle I. In the cycle II, the implementation of Matching Game was successfull. Then, the researcher analyzes the sudents’ mastery on English Grammar can improve from cycle I until cycle II.
2. The result of the analysis showed that T-test was 7.73 and T-table at 5% level of significant was 2.946. It means that the value of T-test was higher than T-table with degree of freedom (df) = 15 and significance level 5%. It means that there was any significant difference on the students’ mastery on English grammar before and after being taught by using matching game of the eleventh grade at SMA Islam Sudirman Bringin.

So the alternative hypothesis is accepted and the null hypothesis is rejected. These results can be seen from the pre-test and post-test of cycle 1 and 2. Finally, the use of Matching game was successful to improve students’ mastery on English grammar.

B. Suggestions

1. For teachers

The result of this research can be the alternative technique for a teacher in teaching English. English teachers should be more innovative to make the teaching technique. They should find an interesting way to get their students’ extracted in learning English. The teacher should motivate the students that learning English is fun and easy.

2. For students

The students must be active in the learning process. Students should not be lazy and insecure to express their opinion. They have to give more attention to a teacher when the teacher explained the materials in the classroom.
3. For other researchers

   It has been known from the research finding that using Matching Game can improve students’ mastery on English grammar. So, the result of this research can be a reference for other researchers that are interested in working on teaching technique especially on English grammar.
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(http://barugurukita.blogspot.com/2016/10/pembahasan-contoh-soal-dependent.html)

(http://belajarbahasainggrisonline-gratis.blogspot.com/2015/06/contoh-soal-adjective-clause-dan-jawabannya.html)

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https://www.sederet.com/tutorial/clauses-independent-clause-dan-dependent-clause/)
CURRICULUM VITAE

Name : Dian Indra Rukmana

Students Number : 113-14-026

Date of Birth : Decembe 5, 1996

Gender : Female

Adress : Kauman Kidul RT 003/ RW 002, Kel. Kauman Kidul,
Kec. Sidorejo, Kota Salatiga.

Email Address : dianrukmana58@gmail.com

Phone Number : 085727692603

Education :

1. 2001-2002 : TK PGRI 02

2. 2002-2008 : SDN Kauman Kidul

3. 2008-2011 : MTS NU Salatiga

4. 2011-2014 : SMK Diponegoro Salatiga

5. 2014-2019 : IAIN Salatiga
APPENDICES
The students was doing pre-test and post-test
The students paid attention to the teacher
The students played matching game
1. The snake slinked after the click.

2. I had studied before the test exercise.

3. If you haditur hur hur a flower at Valentine's Day, you would be teaching a lesson.

4. Sad because his father lives alone. Suhaga is always sad.

INDEPENDENT CLAUSE

INDEPENDENT CLAUSE
# LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : DIAN INDRA RUKMANA  
NIM : 113-14-026  
Dosen Pembimbing : HAMMAM, M. Pd., Ph. D  

Judul Skripsi pada surat penunjukan pembimbing skripsi : THE USE OF MATCHING GAME TO IMPROVE THE STUDENTS' MASTERY ON INDEPENDENT AND DEPENDENT CLAUSES

<table>
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<th>No.</th>
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<th>Isi Konsultasi</th>
<th>Catatan Pembimbing</th>
<th>Paraf</th>
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</table>
| 1   | 26/12/2018| Proposal       | - Contact the school  
                       - Find collaborator teacher  
                       - Advise the research question  
                       - Write hypothesis  
                       - No need translation for the examples  
                       - KKM and others  
                       - Factor of success Cycle 1 & 2  
                       - Revise the grammatical errors  |       |
| 2   | 28/12/2018| mee            |                                                                                  |       |
| 3   | 20/02/2019| Chapter I-III  |                                                                                  |       |
| 4   | 11/03/2019| Chapter , I.IV |                                                                                  |       |
| 5   | 16/03/2019| Chapter V     |                                                                                  |       |

Dosen Pembimbing,  
HAMMAM, M. Pd., Ph. D  
NIP. 319730610 200003 1001

Catatan:  
Jika ada perubahan judul skripsi, harap dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
LEMBAR KONSULTASI SKRIPSI

Nama Mahasiswa : DIAN INDRA RUKMANA
N I M : 113-14-026
Dosen Pembimbing : HAMMAM, M.Pd., Ph.D.

Judul Skripsi pada surat penunjukan pembimbing skripsi : THE USE OF MATCHING GAME TO IMPROVE STUDENT'S MASTERY ON DEPENDENT AND INDEPENDENT CLAUSES.

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<td>- Public for grading of the text - Provides appendices</td>
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<td>8.</td>
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Catatan:
Jika ada perubahan judul skripsi, harus dicantumkan dalam lembar konsultasi, tidak ada penggantian Surat Penunjukan Pembimbing Skripsi kecuali ada Surat dari Ketua Program Studi tentang Penggantian Dosen Pembimbing Skripsi.
DAFTAR SATUAN KREDIT KEGIATAN (SKK)

Nama : Dian Indra Rukmana
NIM : 113-14-026
Fakultas : Fakultas Tarbiyah dan Ilmu Keguruan (FTIK)
Prodi : Tadris Bahasa Inggris (TBI)
Dosen PA : Drs. Bahroni, M.Pd.

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<td>ORIENTASI DASAR KEISLAMAN (ODK) “Pemahaman Islam Rahmatan Lil’alamin Sebagai Langkah Awal Menjadi Mahasiswa Berkarakter”</td>
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Salatiga, 30 Juli 2018
Mengetahui,
Wakil Dekan Kemahasiswaan dan
Kerjasama

[Signature]

Ahmad Maimun, M. Ag.
NIP. 19700510 199803 1003
**SILABUS PEMBELAJARAN**

<table>
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<tr>
<th>Satuan Pendidikan</th>
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<td>Mata Pelajaran</td>
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<tr>
<td>Kelas / Semester</td>
<td>: XI / 2</td>
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<table>
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<tr>
<th>Menulis</th>
<th>12.1 Developing a paragraph based on the pictures</th>
</tr>
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<td>12.1 Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari</td>
<td>- Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab</td>
</tr>
<tr>
<td>- Percaya diri (keteguhan hati, optimis).</td>
<td>- Menuliskan sebuah banner, poster, pamphlet secara berkelompok dan</td>
</tr>
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<td>- Berorientasi pada tugas (bemotivasi, tekun/tabah, bertekad, enerjik).</td>
<td>- Menggunakannya untuk tugas dalam konteks kehidupan sehari-hari</td>
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<td>- Pengambil resiko (suka tantangan, mampu memimpin)</td>
<td>- Menghasilkan banner, poster, atau pamphlet</td>
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<td>- Orientasi ke masa depan (punya perspektif untuk masa depan)</td>
<td>- Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat</td>
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<td>- Menulis gagasan utama</td>
<td>- Menulis gagasan utama</td>
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<tr>
<td>- Mengelaborasi gagasan utama</td>
<td>- Membuat draft, merevisi, menyunting</td>
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<td>Developing English Competencies for Grade X Senior High School (SMA/MA)</td>
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<tr>
<td>Tape</td>
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<td>Kaset/CD</td>
<td>Tape/CD Player</td>
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<td>OHP/LCD</td>
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<td>12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: <strong>narrative, spoof, dan hortatory exposition</strong></td>
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<td><strong>Writing texts</strong></td>
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<td>• Percaya diri (keteguhan hati, optimis)</td>
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<td>• Berorientasi pada tugas (bermotivasi, tekun/tabah, bertekad, energik)</td>
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<td>• Orientasi ke masa depan (punya perspektif untuk masa depan)</td>
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<td>• Membuat draft teks exposition dengan melakukan chain writing</td>
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<td>• Melakukan koreksi teman sejawan</td>
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<tr>
<td>• Menggunakan kalimat past continuous dalam menulis spoof</td>
<td></td>
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<tr>
<td>• Menggunakan kalimat kompleks dalam membuat sebuah cerita</td>
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<tr>
<td>• Menggunakan modal &quot;should&quot; untuk menulis saran pada teks hortatory exposition</td>
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<tr>
<td>• Menghasilkan teks berbentuk spoof</td>
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<td><strong>Tugas</strong> Unjuk kerja 2 x 45 2 x 45</td>
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RENCANA PELAKSANAAN PEMBELAJARAN  
( RPP ) CYCLE 1

Nama Sekolah : SMA ISLAM SUDIRMAN
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Semester : Genap
Alokasi Waktu : 2 x 45
Skill : Menulis
Materi : Spoof Text

A. Standar Kompetensi
12. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk spoof dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar
12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk spoof.

C. Indikator Pembelajaran
1. Mengidentifikasi fungsi social dari tenses, direct dan indirect speech.
2. Mengidentifikasi struktur umum dari tenses, direct dan indirect speech.
3. Menentukan kalimat tenses, direct dan indirect speech.

D. Tujuan Pembelajaran
1. Setelah belajar materi tenses, direct dan indirect speech, siswa mampu mengidentifikasi fungsi social dari tenses, direct dan indirect speech.
2. Setelah belajar materi tenses, direct dan indirect speech, siswa dapat mengidentifikasi struktur umum dari tenses dan reported speech.
3. Setelah belajar materi tenses, direct dan indirect speech, siswa dapat menentukan kalimat tenses, direct dan indirect speech.

E. Materi Pembelajaran
1. Tenses
a. Simple Present Tense
   Digunakan untuk menunjukkan fakta, kebiasaan, dan keadaan umum yang terjadi pada saat ini.

<table>
<thead>
<tr>
<th>Fungsi</th>
<th>Rumus</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td>Positif</td>
<td>Subject + Verb / Verb's/es + Complement</td>
<td>a. I work hard for this company.</td>
</tr>
<tr>
<td>relevan</td>
<td>Atau</td>
<td>b. He works hard for this company.</td>
</tr>
<tr>
<td>relevan</td>
<td>Subject + am/are/is + Complement</td>
<td>c. You are beautiful.</td>
</tr>
<tr>
<td>relevan</td>
<td>Negatif</td>
<td>d. She is beautiful.</td>
</tr>
<tr>
<td>relevan</td>
<td>Sunkect + do/does not +</td>
<td>a. I do not work hard for this</td>
</tr>
</tbody>
</table>
b. **Simple Past Tense**
   Digunakan untuk menunjukkan suatu kejadian di masa lampau.

<table>
<thead>
<tr>
<th>Fungsi</th>
<th>Rumus</th>
<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positif</strong></td>
<td>Subject + Verb2 + Complement</td>
<td>a. I <em>worked</em> hard for that company.</td>
</tr>
<tr>
<td></td>
<td>Atau Subject + was/were + Complement</td>
<td>b. He <em>worked</em> hard for that company.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. You <em>were</em> beautiful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. She <em>was</em> beautiful.</td>
</tr>
<tr>
<td><strong>Negatif</strong></td>
<td>Subject + did not + Verb1 + Complement</td>
<td>a. I <em>did not work</em> hard for that company.</td>
</tr>
<tr>
<td></td>
<td>Atau Subject + was/were + not + Complement</td>
<td>b. He <em>did not work</em> hard for that company.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. You <em>were not</em> beautiful.</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. She <em>was not</em> beautiful.</td>
</tr>
<tr>
<td><strong>Interogatif</strong></td>
<td>Did + Subject + Verb1 + Complement?</td>
<td>a. <em>Did</em> I work hard for that company?</td>
</tr>
<tr>
<td></td>
<td>Atau Was/were + Subject + Complement?</td>
<td>b. <em>Did</em> he work hard for that company?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>c. <em>Were</em> you beautiful?</td>
</tr>
<tr>
<td></td>
<td></td>
<td>d. <em>Was</em> she beautiful?</td>
</tr>
</tbody>
</table>

c. **Past Continuous Tense**
   Digunakan untuk menunjukkan suatu kejadian yang *sedang terjadi pada masa lampau*. Biasanya, ada 2 kejadian terjadi di masa lampau, dan kejadian yang diinterupsi tersebut yang menggunakan tense ini.

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<th>Contoh</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Positif</strong></td>
<td>Subject + was/were + Verb-ing + Complement</td>
<td>I <em>was studying</em> English when he called.</td>
</tr>
<tr>
<td><strong>Negatif</strong></td>
<td>Subject + was/were + Not + Verb-ing + Complement</td>
<td>I <em>was not studying</em> English when he called.</td>
</tr>
<tr>
<td><strong>Interogatif</strong></td>
<td>Was/were + Subject + Verb-ing + Complement?</td>
<td><em>Was</em> I studying English when he called?</td>
</tr>
</tbody>
</table>
2. **Direct and Indirect Speech**

   a. **Direct Speech**

      Direct speech adalah suatu kalimat yang diucapkan secara langsung oleh pembicara yang dalam penulisannya disertai dengan tanda apostrof di awal dan akhir kalimatnya sebagaimana teks dialog atau percakapan.

      Contoh:
      Andi bilang kepada saya: “kamu adalah orang yang sangat aku cintai”
      Andi says to me: “you are the one I love very much”

   b. **Indirect Speech**

      Indirect speech adalah suatu kalimat yang menggambarkan perkataan orang lain atau dirinya sendiri secara tidak langsung (tidak persis seperti yang dikatakan pada saat diucapkan).

      Contoh:
      Andi bilang kepada saya bahwa saya adalah orang yang sangat ia cintai.
      Andi says to me that I am the one he love so much

**Cara mengubah kalimat direct ke indirect**

Cara mengubah kalimat direct menjadi indirect di bedakan menjadi 3 yaitu : kalimat perintah/larangan, pernyataan, dan pertanyaan. Untuk lebih jelasnya, mari kita simak uraian berikut ini :

1. **Kalimat perintah dan larangan.**

   Untuk merubah kalimat direct ke indirect pada kalimat perintah/ larangan perlu di tambahkan kata to sebelum kalimat yang di laporkan, contohnya :

   Kalimat perintah :
   a. Direct speech (kalimat langsung) : Dinda asked me, “open the door.”
   b. Indirect speech (kalimat tidak langsung ) : Dinda asked me to open the door.

   Kalimat larangan :
   a. Direct speech : Dinda asked me, ”don’t open the door.”
   b. Indirect speech : Dinda asked me not to open the door.

   Note : don’t dalam kalimat langsung berubah menjadi not to.

2. **Kalimat Pernyataan**

   Untuk mengubah kalimat direct menjadi indirect pada kalimat pernyataan di gunakan kata penghubung that sebelum kalimat yang di kutip. Contohnya :

   a. Direct : Khansa told her friend, “I will go to Lampung.”
   b. Indirect : Khansa told her friend that she would go to Lampung.

3. **Kalimat Pertanyaan**

   Untuk mengubah kalimat direct ke indirect pada kata Tanya, question words seperti what, who, when, why, and soon dijadikan kata penghubung antara kalimat pengantar dengan kalimat yang di kutip, contohnya :
a. Direct : Mr. Ali asked me, "where do you live?"

b. Indirect : Mr. Ali asked me where I lived.

**CONTOH SPOOF TEXT**

**Three Birds on a Tree Branch**

During a math lesson, a teacher taught her students to count. “There are 3 birds which are perched on a tree branch. Then a hunter comes. He takes and aims his gun to one of the bird. The hunter shots one bird and hit it. So how many birds which are left on the tree? “The teacher asked to the student.

All of the students were silent. They were busy counting the remaining birds. However, there was a student named Andi looked calm. The teacher was confused with what he had done. Then she asked him, “Andi, answer my question!” He confidently replied, “There are three birds and then one of them being shot. So the bird which is left on a tree branch is nothing”

The teacher was surprised to hear his answer. The teacher then asked again, “Andy, try to answer my question seriously. How many birds are left?” “There’s nothing left mom!” said him. She was increasingly annoyed even though she told Andy to use his hands as a tool to count. “Point out your three fingers, then removes one of them” the teacher explained. “There is no birds left mom!” he didn’t change his answer.

The teacher gave up and asked, “Tell us, why you said no birds left?” “When the hunter shot one of them, two other birds was flying away because they heard gunfire. So there is nothing left mom! “Andy explained. The teacher was silent while his entire friend laughed out loud.

(https://www.caramudahbelajarbahasainggris.net/2015/02/3-contoh-spoof-text-funny-story-dalam-bahasa-inggris-dan-artinya.html)

**F. Metode Pembelajaran**

Matching Game

**G. Langkah- Langkah Pembelajaran.**

1. Kegiatan Awal’ 5 menit
   a. Mengucapkan salam dengan ramah ketika masuk ruang kelas
   b. Guru menunjuk salah satu murid untuk memimpin doa sebelum kegiatan belajar mengajar di mulai
   c. Mengecek kehadiran siswa
   d. Pre test, meminta peserta didik untuk mengerjakan soal sudah disediakan oleh guru.
   e. Guru memberikan motivasi kepada siswa yang berkaitan dengan materi.
   f. Guru menggali pengetahuan siswa dengan memberikan pertanyaan kepada siswa tentang English grammar (Apersepsi)
2. Kegiatan Inti
   Eksplorasi’ 35 menit
   Dalam kegiatan eksplorasi, guru:
   a. Guru menjelaskan materi tentang tenses, direct speech, indirect speech dan spoof
text di papan tulis kepada peserta didik.
   b. Guru menunjukkan contoh kalimat tentang tenses, direct speech and indirect
speech.
   c. Guru meminta peserta didik mengidentifikasi tenses, direct speech and indirect
speech pada teks spoof.
   d. Guru membagi peserta didik menjadi 2 kelompok, masing masing kelompok
beranggotakan 6 peserta didik.
   e. Guru menjelaskan tentang matching game dan bagaimana langkah-langkah yang
harus dilakukan peserta didik.

Elaborasi
Dalam kegiatan elaborasi, guru:
   a. Meminta siswa untuk meminta peserta didik memainkan matching game
   b. Meminta siswa untuk mengumpulkan hasil pekerjaannya
   c. Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan
prestasi belajar.
   d. Guru mendiskusikan hasil dari matching game yang telah dilakukan.

Konfirmasi’ 10 menit
Dalam konfirmasi, guru:
   a. Memberikan umpan balik positif dan penguatan dalam bentuk lisan.
   b. Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman
belajar yang telah dilakukan.

Kegiatan Akhir’ 30 menit
Dalam kegiatan akhir, guru:
   a. Post test, meminta peserta didik untuk mengerjakan soal sudah disediakan oleh
guru.
   b. Bersama peserta didik membuat simpulan materi yang disampaikan pada
kegiatan belajar mengajar yang berlangsung.
   c. Melakukan umpan balik terhadap proses dan hasil pembelajaran.

H. Bahan / Sumber Belajar
   Internet
   Handout

I. Pedoman Penilaian

Rubric penilaian

<table>
<thead>
<tr>
<th>Item of exercises</th>
<th>Description</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Exercise 1 (multiple choice)</td>
<td>Correct Answer</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Incorrect answer</td>
<td>0</td>
</tr>
<tr>
<td>Exercise 2 ( complete in the blank of sentences)</td>
<td>Correct Answer</td>
<td>Incorrect answer</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>----------------</td>
<td>------------------</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>0</td>
</tr>
</tbody>
</table>

**J. Penilaian**

1. Teknik : Tes tertulis
2. Bentuk : Multiple choice and complete in the blank of sentences about English grammar
3. Post- test (data terlampir)

Salatiga, 18 Februari 2019

Mengetahui

Guru Mata Pelajaran Bahasa Inggris

Kepala Sekolah

(Yeni Suci Wulandari S.Pd) (Erwin Tri Saptian S.Pd)
RENCANA PELAKSANAAN PEMBELAJARAN
(RPP) CYCLE 2

Nama Sekolah : SMA ISLAM SUDIRMAN
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Semester : Genap
Alokasi Waktu : 2 x 45
Skill : Menulis
Materi : Spoof Text

A. Standar Kompetensi
13. Mengungkapkan makna dalam teks fungsional pendek dan esei berbentuk spoof
dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar
12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan
ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan
sehari-hari dalam teks berbentuk spoof.

C. Indikator Pembelajaran
4. Mengidentifikasi fungsi social dari tenses, direct dan indirect speech.
5. Mengidentifikasi struktur umum dari tenses, direct dan indirect speech.
6. Menentukan kalimat tenses, direct dan indirect speech.

D. Tujuan Pembelajaran
4. Setelah belajar materi tenses, direct dan indirect speech, siswa mampu
mengidentifikasi fungsi social dari tenses, direct dan indirect speech.
5. Setelah belajar materi tenses, direct dan indirect speech, siswa dapat
mengidentifikasi struktur umum dari tenses dan reported speech.
6. Setelah belajar materi tenses, direct dan indirect speech, siswa dapat menentukan
kalimat tenses, direct dan indirect speech.

E. Materi Pembelajaran
1. Tenses
   a. Simple Present Tense
      Simple Present Tense adalah tenses (pola kalimat) yang digunakan untuk
menceritakan waktu sekarang dalam bentuk sederhana.
      1) Rumus Verbal
         (+) S + V1 s/es + O
         (-) S + do/does not + V1 + O…
         (?) Do/Does + S + V…?

         Contoh:
         (+) My father goes to post office.
(-) My father does not go to post office.
(?) Does your father go to post office?

2) Rumus Nominal
(+) S + be(am, is, are) + Adj / Noun / Adverb (disingkat ANA)
(-) S + be + not + ANA
(?) Be + S + ANA ?

Contoh:
(+ Marcella is a stronger woman.
(-) Marcella is not a stronger woman.
(?) Is she a stronger woman?

Note: Biasanya menggunakan daily activity : Always, usually, often, seldom.

b. **Simple Past Tense**

**Simple Past Tense** adalah tenses yang digunakan untuk menyatakan kegiatan yang terjadi dimasa lampau dan waktu terjadinya persitiwa itu telah diketahui.

1) Rumus Verbal:
(+) S + V2 + O + Adj / Noun / Adverb (ANA)
(-) S + did + not + V1 + O + ANA
(?) Did + S + V1 + O + ANA ?

Contoh:
(+ The Doctor went to the hospital yesterday.
(-) The Doctor did not go to the hospital yesterday.
(?) Did the Doctor go to the hospital yesterday?

2) Rumus Nominal:
(+ S + to be 2 (was/were) + ANA
(-) S + to be 2 (was/were) + ANA
(?) to be 2 + S + ANA ?

Contoh:
(+ He was a teacher.
(-) He was not a teacher.
(?) Was he a teacher?

Note:
Was: I, He, She, dan It.
Were: You, We, They.

c. **Past Continuous Tense**

**Past Continuous Tense** adalah tenses yang digunakan untuk menyatakan peristiwa yang sedang terjadi, tetapi bukan sedang terjadi sekarang, melainkan sedang terjadi “dulu”, sudah lewat.
1) Rumus Verbal:

(+) S + to be 2 (was/were) + V-ing + O
(-) S + to be 2 (was/were) + not + V-ing + O
(?) to be 2 (was/were) + S + V-ing + O

Contoh:
(+) He was confused in studying grammar yesterday in school.
(-) He was not confused in studying grammar yesterday in school.
(?) Was he confused in studying grammar yesterday in school?

2) Rumus Nominal:

(+) S + to be 2 + Adj / Noun / Adverb (ANA)
(-) S + to be 2 + not + ANA
(?) to be 2 + S + ANA ?

Contoh:
(+) She was lazy.
(-) She was not lazy.
(?) Was she lazy?

2. Direct and Indirect Speech

<table>
<thead>
<tr>
<th>Direct Speech</th>
<th>Indirect Speech</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Statement (pernyataan)</strong></td>
<td></td>
</tr>
<tr>
<td>“I like eating out,” said Vina. (Saya suka makan diluar.)</td>
<td>Vina said that she liked eating out. (Vina mengatakan bahwa dia suka makan diluar.)</td>
</tr>
<tr>
<td>Quotation marks dihilangkan, pronoun I diganti menjadi she (orang ketiga), dan verb like diubah menjadi past tense liked dengan asumsi Vina tidak lagi suka makan diluar atau penyampai berita sekedar fokus dengan past conversation. Namun verb bisa tetap like jika penyampai berita yakin pernyataan tersebut masih valid, misalnya karena disampaikan segera setelah penyampai berita mendengar perkataan tersebut.</td>
<td></td>
</tr>
<tr>
<td><strong>Question (pertanyaan)</strong></td>
<td></td>
</tr>
<tr>
<td>“Have you finished your homework?” he asked. (Sudahkan kamu menyelesaikan PR?)</td>
<td>He wanted to know whether I had finished my homework. (Dia ingin tau apakah saya sudah menyelesaikan PR.)</td>
</tr>
<tr>
<td>Whether/if ditambahkan untuk menyampaikan berita berupa yes-no question yang telah didengar sebelumnya.</td>
<td></td>
</tr>
<tr>
<td><strong>Imperative (perintah, instruksi, saran)</strong></td>
<td></td>
</tr>
<tr>
<td>“Wake up now!” she shouted. (Bangun sekarang!)</td>
<td>She told me to wake up at that time. (Pada saat itu dia mengatakan pada saya untuk bangun.)</td>
</tr>
<tr>
<td>Now (time) menjadi at that time atau then, sedangkan verb menjadi infinitive pada reporting command.</td>
<td></td>
</tr>
</tbody>
</table>
CONTOH SPOOF TEXT

Love Money too Much

A rich husband told his wife, “Dear, I want to keep all my money to the bank”. His wife replied, “Why do you want to keep all your money while we can use it to finance the needs of our life” her husband who is stingy did not consider her advice and still keep all his money in the bank.

One day, the husband was seriously ill, but he still loved his money. “If I die later, wrap all of my money and put into my grave” asked her husband. Finally, after a while, her husband was dead. Then she did all her husband demands. She put something into her husband’s grave. One of her friend asked her, “Why did you do that?” “I did what was ordered by my husband!” She replied. “So you buried all that money?” asked her friend. “I took the money then I put it into my savings and I buried the check with my husband” said the wife.

(https://www.caramudahbelajarbahasainggris.net/2015/02/3-contoh-spoof-text-funny-story-dalam-bahasa-inggris-dan-artinya.html)

F. Metode Pembelajaran

Matching Game

G. Langkah- Langkah Pembelajaran.

3. Kegiatan Awal’ 5 menit
   g. Mengucapkan salam dengan ramah ketika masuk ruang kelas
   h. Guru menunjuk salah satu murid untuk memimpin doa sebelum kegiatan belajar mengajar di mulai
   i. Mengecek kehadiran siswa
   j. Pre test, meminta peserta didik untuk mengerjakan soal sudah disediakan oleh guru.
   k. Guru memberikan motivasi kepada siswa yang berkaitan dengan materi.
   l. Guru menggali pengetahuan siswa dengan memberikan pertanyaan kepada siswa tentang English grammar (Apersepsi)

4. Kegiatan Inti

Eksplorasi ’ 35 menit

Dalam kegiatan eksplorasi, guru :
   f. Guru menjelaskan materi tentang tenses, direct speech, indirect speech dan spoof text di papan tulis kepada peserta didik.
   g. Guru menunjukkan contoh kalimat tentang tenses, direct speech and indirect speech.
   h. Guru meminta peserta didik mengidentifikasi tenses, direct speech and indirect speech pada teks spoof.
   i. Guru membagi peserta didik menjadi 2 kelompok, masing masing kelompok beranggotakan 6 peserta didik.
j. Guru menjelaskan tentang matching game dan bagaimana langkah-langkah yang harus dilakukan peserta didik.

**Elaborasi**
Dalam kegiatan elaborasi, guru:
e. Meminta siswa untuk meminta peserta didik memainkan matching game
f. Meminta siswa untuk mengumpulkan hasil pekerjaannya
g. Memfasilitasi peserta didik berkompetisi secara sehat untuk meningkatkan prestasi belajar.
h. Guru mendiskusikan hasil dari matching game yang telah dilakukan.

**Konfirmasi’ 10 menit**
Dalam konfirmasi, guru:
c. Memberikan umpan balik positif dan penguatan dalam bentuk lisan.
d. Memfasilitasi peserta didik melakukan refleksi untuk memperoleh pengalaman belajar yang telah dilakukan.

**Kegiatan Akhir’ 30 menit**
Dalam kegiatan akhir, guru:
d. Post test, meminta peserta didik untuk mengerjakan soal sudah disediakan oleh guru.
e. Bersama peserta didik membuat simpulan materi yang disampaikan pada kegiatan belajar mengajar yang berlangsung.
f. Melakukan umpan balik terhadap proses dan hasil pembelajaran.

**H. Bahan / Sumber Belajar**
Internet
Handout

**I. Pedoman Penilaian**

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<td>Exercise 2 (complete in the blank of sentences)</td>
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**J. Penilaian**
4. Teknik : Tes tertulis
5. Bentuk : Multiple choice and complete in the blank of sentences about English grammar
6. Post- test (data terlampir)
Mengetahui

Guru Mata Pelajaran Bahasa Inggris

(Yeni Suci Wulandari S.Pd)

Kepala Sekolah

(Spanduk dan Tanda Tangan)

Salatiga, 28 Februari 2019
TEST
Soal Pre-Test Cycle 1
Nama :
Kelas :
Exercise 1. Choose the best answer of these questions!

1. My sister doesn't know where ... after her graduation from SMA.
   A. she had continued her study
   B. does she continue her study?
   C. she will continue her study
   D. will she continue her study?

2. Please tell me . . . Makes you cry
   A. if
   B. what
   C. whether
   D. how

3. She has some shoes, ... none of them are comfortable for brisk walking.
   A. and
   B. but
   C. nor
   D. so

4. This method is widely used .... algorithm is not only effective but also very simple.
   A. because its
   B. because
   C. it is because
   D. because of its

5. Please tell me . . . Do you want
   A. what
   B. if
   C. when
   D. why

6. The teacher asked: “Why did you come late, Mary?”
   The teacher asked why . . . .
   A. she comes late
   B. she had come late
   C. had she come late
   D. she came late

7. Customer : Excuse me. Could you show me where the fitting room is?
   Shop assistant : Sure, it is over there.
   Customer : . . . .
   A. Does this one suit me
   B. Will you try this one on
   C. Can I have this one, please
   D. Could you tell me how much it costs

8. His father speaks French but his mother speaks English. This means . . . .
   A. his father and mother speak French and English
   B. his father speaks French and his mother speaks English
   C. his father speaks French and English
   D. his mother speaks English and French

9. Please explain me . . . To make a jar
   A. What
   B. Can
   C. Have
   D. how

10. I do not know . . . You are
    A. When
    B. Where
    C. Was
    D. if
Exercise 2. Supply the correct form in the parentheses for each of the following sentences!

<table>
<thead>
<tr>
<th>girl</th>
<th>taken</th>
<th>attends</th>
<th>go</th>
<th>goes</th>
</tr>
</thead>
<tbody>
<tr>
<td>playing</td>
<td>allergy</td>
<td>friendly</td>
<td>left</td>
<td>fixed</td>
</tr>
</tbody>
</table>

1. I don’t own any pet because my brother has ________.
2. I can't _________ to the movies since I don't have any money.
3. Whether he ___________ the party or not, I have decided to go.
4. I will stop ___________ the drums when you go to sleep.
5. Since you've ___________ your exam in biology, you probably don't feel like studying.
6. Although it is raining, he ___________ outside to do some exercises.
7. Kevin is a man who is very ___________.
8. That you ___________ home, you parents are worried.
9. Sinta is a beautiful ___________ who is so smart.
10. While the car is being ___________ , we will need to take the bus.
Exercise 1. Choose the best answer of these questions!

1. She did not tell me where ….. after classes.
   A. she would go
   B. she will go
   C. would she go
   D. will she go

2. I do not know . . . He has no parents
   A. that
   B. why
   C. what
   D. when

3. Ones can't eat their cake .... have it too.
   A. and
   B. but
   C. nor
   D. or

4. ……… he was seen to be an aggressive politician, he was a quiet and loving family man at home.
   A. Although
   B. Despite
   C. In spite of
   D. Nevertheless

5. . . . I do is to make you happy
   A. When
   B. How
   C. What
   D. Where

6. Kiranti said to Tono, “Did you finish your homework?”
   Kiranti asked Tono …..
   A. whether he finished his homework
   B. whether he has finished his homework
   C. if he finished his homework
   D. if he had finished his homework

7. Mr. Firdaus said to his man, “Who phoned me just now?”
   The sentence above is the same as……
   A. Mr. Firdaus wants to know who phoned him.
   B. Mr. Firdaus wanted to know who had phoned him.
   C. Mr. Firdaus wanted to know who phoned him.
   D. Mr. Firdaus asked him man who phoned him.

8. Mom : Oh dear, didn’t I tell you to tidy this room?
   Ani : Mom, I couldn’t do it alone. Fery promised to help me but he went out.
   In the dialogue Ani’s mother wanted to know whether Ani ……. the room.
   A. was tidying
   B. would tidy
   C. had tidied
   D. will tidy

9. I regret . . . I did not accept your offer
   A. that
   B. where
   C. why
   D. when

10. Do not ask me . . . I cannot forgive her
    A. why
    B. who
    C. why
    D. how
Exercise 2. Supply the correct form in the parentheses for each of the following sentences!

<table>
<thead>
<tr>
<th>cooked</th>
<th>decided</th>
<th>studied</th>
<th>sent</th>
<th>working</th>
</tr>
</thead>
<tbody>
<tr>
<td>fix</td>
<td>brush</td>
<td>spend</td>
<td>sleeping</td>
<td>where</td>
</tr>
</tbody>
</table>

1. Before you go to bed, you need to __________ your teeth.
2. If you don't __________ the car, it will continue to leak oil.
3. It isn't necessary to cram all night if you have __________ a little each day.
4. I want to __________ my holiday in Bali because Bali is so beautiful.
5. She is still __________ on that company though it is hard.
6. My brother didn’t like the dish that I __________.
7. Kutoarjo is a village __________ I was born.
8. My sister was __________ when I came home last night.
9. Because he has beautiful voice, he __________ to be a singer.
10. Dina is my old friend who __________ me a letter last week.
Soal Pre-Test Cycle 2
Nama :
Kelas :
Exercise 1. Choose the best answer of these questions!

1. Vini hope ... her letter.
   A. Jimmy to answer
   B. that Jimmy answer
   C. that Jimmy would answer
   D. whether Jimmy would answer

2. She is the person . . . I met in front of the school
   A. Whom
   B. Who
   C. That
   D. If

3. I want to know how customers decide to buy ... not to buy a new car.
   A. and
   B. nor
   C. or
   D. yet

4. …………… getting the highest result in the class, John still had problems with the teacher.
   A. Despite of
   B. In spite of
   C. Even though
   D. Nonetheless

5. I do not know . . . He’s married or not
   A. whether
   B. has
   C. have
   D. if

6. No one is admitted the university ....... he or she passes the test.
   A. if
   B. unless
   C. whether
   D. as

   Deni wanted to know whether I …… that book from the library.
   A. borrow
   B. borrowed
   C. will borrow
   D. have borrowed

8. I realized . . . I was not a rich man
   A. That
   B. Then
   C. When
   D. where

9. I’ll wake you up . . . The movie starts
   A. That
   B. Then
   C. When
   D. where

10. I really hope . . . You can attend our new home thanksgiving ceremony
    A. That
    B. Then
    C. When
    D. Where
Exercise 2. Supply the correct form in the parentheses for each of the following sentences!

travelling  go  wore  follow  apologizes

   drinking  bought  studying  went  watching

1. Rudi likes __________ coffee, but Ainun is trying to avoid caffeine.
2. Until he __________ to me for his rude behavior, I refuse to see him.
3. I __________ my boots because it looked like it might snow.
4. I will __________ on a trip if the car is in good working order.
5. Since the tire is flat, we had better get it fixed before __________.
6. When I arrived, my father was __________ TV.
7. Wherever you go, I will __________ you.
8. Rina __________ a new house which is located in Bandar Lampung.
9. Before you begin __________ for the exam, you will probably want to rest.
10. Since the displays were great, I am glad we __________.
Soal Post-Test Cycle 2
Nama :
Kelas :

Exercise 1. Choose the best answer of these questions!
1. "Can you turn on this electric stove?"
   "I'm sorry, I don't know ...."
   A. operating it
   B. the way operating it
   C. what is it operated
   D. how to operate it

2. I'm not sure . . . He go to work or not today
   A. if
   B. whether
   C. does
   D. had

3. I lent my friend $10 yesterday, ... her wallet was lost.
   A. and
   B. but
   C. for
   D. so

4. ....... air is composed of about 78 percent nitrogen and only about 21 percent oxygen, is a little known fact on the streets.
   A. How that
   B. That
   C. When
   D. However

5. Can you tell me . . . The accident happened
   A. what
   B. if
   C. whether
   D. when

6. The insect, ....... bit my brother’s arm last night.
   A. A big spider with hairy legs
   B. it is a big spider with hairy legs
   C. a big spider which with hairy legs
   D. which is a big hairy-legged spider

7. Dono failed his exams. He was very unhappy
   If only Dono ..... he would have passed his exams.
   A. studied hard
   B. had studied hard
   C. was studying hard
   D. has been studying hard

8. .... You hear is not true
   A. If
   B. What
   C. Whether
   D. Does

9. .... I do is not your business
   A. If
   B. What
   C. Whether
   D. Does

10. .... Rifky did was very amazing
    A. Who
    B. Whom
    C. Why
    D. That
Exercise 2. Supply the correct form in the parentheses for each of the following sentences!

look give leave see drove
go like told takes went

1. The movie is great. I _________ the actors.
2. I want to _________ the corning glass museum because I am interested in glass blowing.
3. When we get there, I would like to _________ at the displays.
4. I would like to _________ home early unless the traffic is slow.
5. He _________ me the museum was closed on Mondays though it wasn't listed on the schedule.
6. Even though it _________ a long time to get there, we would still like to go.
7. When we _________ there, we got lost.
8. In case you are wondering how to get there, I will _________ you a map with the directions.
9. When we were in Bali, we _________ to the beach.
10. I will _________ home before my father gets angry.
Pre-test cycle 1
Exercise 1
2. B 7. D
4. A 9. D
5. A 10. B

Exercise 2
1. allergy 6. goes
2. go 7. friendly
3. attends 8. left
4. playing 9. girl
5. taken 10. fixed

Post-test cycle 1
Exercise 1
1. A 6. D
2. A 7. C
3. A 8. C
5. C 10. C

Exercise 2
1. brush 6. cooked
2. fix 7. where
3. studied 8. sleeping
4. spend 9. decided
5. working 10. sent
Pre-test cycle 2

Exercise 1
1. C
2. A
3. C
4. C
5. D
6. B
7. B
8. A
9. C
10. A

Exercise 2
1. drinking
2. apologizes
3. wore
4. go
5. travelling
6. watching
7. follow
8. bought
9. studying
10. went

Post-test cycle 2

Exercise 1
1. D
2. B
3. C
4. D
5. D
6. D
7. B
8. B
9. B
10. D

Exercise 2
1. like
2. see
3. look
4. leave
5. told
6. takes
7. drove
8. give
9. went
10. go
Pre-Test Cycle 1

Name: HS
Class: 5A
No: 66

Exercise 1. Choose the best answer of these questions!

1. My sister doesn't know where ... after her graduation from SMA.
   A. she had continued her study
   B. does she continue her study?
   C. she will continue her study
   D. will she continue her study?

2. Please tell me ... Makes you cry
   A. if
   B. what
   C. whether
   D. how

3. She has some shoes, ... none of them are comfortable for brisk walking.
   A. and
   B. but
   C. nor
   D. so

4. This method is widely used .... algorithm is not only effective but also very simple.
   A. because its
   B. because
   C. it is because
   D. because of its

5. Please tell me ... Do you want
   A. what
   B. if
   C. when
   D. why

6. The teacher asked: “Why did you come late, Mary?”
   A. she comes late
   B. she had come late
   C. had she come late
   D. she came late

7. Customer : Excuse me. Could you show me where the fitting room is?
   Shop assistant: Sure, it is over there.
   Customer : ....
   A. Does this one suit me
   B. Will you try this one on
   C. Can I have this one, please
   D. Could you tell me how much it costs

8. His father speaks French but his mother speaks English. This means
   A. his father and mother speak French and English
   B. his father speaks French and his mother speaks English
   C. his father speaks French and English
   D. his mother speaks English and French

9. Please explain me ... To make a jar
   A. what
   B. can
   C. have
   D. how

10. I do not know ... You are
    A. when
    B. where
    C. was
    D. if

\[ \bar{x} = \frac{6 \times 5}{2} = 30 \]
\[ \bar{y} = \frac{6 \times 5}{2} = 30 \]
Exercise 2. Supply the correct form in the parentheses for each of the following sentences!

<table>
<thead>
<tr>
<th>girl</th>
<th>taken</th>
<th>attends</th>
<th>go</th>
<th>goes</th>
</tr>
</thead>
<tbody>
<tr>
<td>playing</td>
<td>allergy</td>
<td>friendly</td>
<td>left</td>
<td>fixed</td>
</tr>
</tbody>
</table>

1. I don’t own any pet, because my brother has __allergy__.
2. I can't __go__ to the movies since I don't have any money.
3. Whether he __playing__ the party or not, I have decided to go.
4. I will stop __friendly__ the drums when you go to sleep.
5. Since you've __left__ your exam in biology, you probably don't feel like studying.
6. Although it is raining, he __goes__ outside to do some exercises.
7. Kevin is a man who is very __friendly__.
8. That you __taken__ home, you parents are worried.
9. Sinta is a beautiful __girl__ who is so smart.
10. While the car is being __fixed__, we will need to take the bus.
Post-Test Cycle 1

Name: HS
Class: ?

Exercise 1. Choose the best answer of these questions!

1. She did not tell me where ….. after classes.
   A. she would go
   B. she will go
   C. would she go
   ✗ will she go

2. I do not know … He has no parents
   ✗ that
   B. why
   C. what
   D. when

3. Ones can’t eat their cake…. have it too.
   ✗ and
   B. but
   C. nor
   D. or

4. ………., he was seen to be an aggressive politician, he was a quiet and loving family man at home.
   A. Although
   B. Despite
   ✗ In spite of
   D. Nevertheless

5. I do is to make you happy
   A. When
   B. How
   ✗ What
   D. Where

6. Kiranti said to Tono, “Did you finish your homework?”
   Kiranti asked Tono ……
   A. whether he finished his homework
   B. whether he has finished his homework
   ✗ if he finished his homework
   D. if he had finished his homework

7. Mr. Firdaus said to his man, “Who phoned me just now?”
   The sentence above is the same as ……
   A. Mr. Firdaus wants to know who phoned him.
   B. Mr. Firdaus wanted to know who had phoned him.
   ✗ Mr. Firdaus wanted to know who phoned him.
   D. Mr. Firdaus asked him man who phoned him.

8. Mom: Oh dear, didn’t I tell you to tidy this room?
   Ani: Mom, I couldn’t do it alone.
   Fery promised to help me but he went out.
   In the dialogue Ani’s mother wanted to know whether Ani …….. the room.
   ✗ was tidying
   B. would tidy
   ✗ had tidied
   D. will tidy

9. I regret … I did not accept your offer
   A. that
   B. where
   ✗ why
   D. when

10. Do not ask me … I cannot forgive her
    A. why
    B. who
    ✗ why
    D. how

\[
I = \frac{4}{5} \times 25 + 5 \\
J = \frac{5}{3} \times 25 + 70
\]
Exercise 2 Complete the following sentences with correct words!

cooked  decided  studied  sent  working
fix  brush  spend  sleeping  where

1. Before you go to bed, you need to ___ fix ___ your teeth.
2. If you don't ___ brush ___ the car, it will continue to leak oil.
3. It isn't necessary to cram all night if you have ___ sent ___ a little each day.
4. I want to ___ spend ___ my holiday in Bali because Bali is so beautiful.
5. She is still ___ working ___ on that company though it is hard.
6. My brother didn't like the dish that I ___ cooked ___.
7. Kutoarjo is a village ___ studied ___ I was born.
8. My sister was ___ where ___ when I came home last night.
9. Because he has beautiful voice, he ___ decided ___ to be a singer.
10. Dina is my old friend who ___ sleeping ___ me a letter last week.
Exercise 1. Choose the best answer of these questions!

1. Vani hope ... her letter.
   A. Jimmy to answer
   B. that Jimmy answer
   C. that Jimmy would answer
   D. whether Jimmy would answer

2. She is the person . . . I met in front of the school
   A. whom
   B. who
   C. that
   D. if

3. I want to know how customers decide to buy ... not to buy a new car.
   A. and
   B. nor
   C. or
   D. yet

4. .............. getting the highest result in the class, John still had problems with the teacher.
   A. Despite of
   B. In spite of
   C. Even though
   D. Nonetheless

5. I do not know . . . He’s married or not
   A. whether
   B. has
   C. have
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6. No one is admitted the university ....... he or she passes the test.
   A. if
   B. unless
   C. whether
   D. as
Exercise 2 Complete the following sentences with correct words!

<table>
<thead>
<tr>
<th>travelling</th>
<th>go</th>
<th>wore</th>
<th>follow</th>
<th>apologizes</th>
</tr>
</thead>
<tbody>
<tr>
<td>drinking</td>
<td>bought</td>
<td>studying</td>
<td>went</td>
<td>watching</td>
</tr>
</tbody>
</table>

1. Rudi likes drinking coffee, but Ainun is trying to avoid caffeine.
2. Until he apologizes to me for his rude behavior, I refuse to see him.
3. I bought new my boots because it looked like it might snow.
4. I will go on a trip if the car is in good working order.
5. Since the tire is flat, we had better get it fixed before travelling.
6. When I arrived, my father was watching TV.
7. Wherever you go, I will follow you.
8. Rina bought a new house which is located in Bandar Lampung.
9. Before you begin studying for the exam, you will probably want to rest.
10. Since the displays were great, I am glad we wore...
Exercise 1. Choose the best answer of these questions!

1. "Can you turn on this electric stove?"
   "I'm sorry, I don't know ...."
   A. operating it
   B. the way operating it
   C. what is it operated
   \[\textcolor{red}{\text{\checkmark}}\] how to operate it

2. I'm not sure ... He go to work or not today
   A. if
   B. whether
   C. does
   \[\textcolor{red}{\text{\checkmark}}\] had

3. I lent my friend $10 yesterday, ... her wallet was lost.
   A. and
   B. but
   \[\textcolor{red}{\text{\checkmark}}\] for
   D. so

4. \ldots air is composed of about 78 percent nitrogen and only about 21 percent oxygen, is a little known fact on the streets.
   A. How that
   B. That
   C. When
   \[\textcolor{red}{\text{\checkmark}}\] However

5. Can you tell me ... The accident happened
   A. what
   B. if
   C. whether
   \[\textcolor{red}{\text{\checkmark}}\] when

6. The insect, ... bit my brother's arm last night.
   A. a big spider with hairy legs
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7. Dono failed his exams. He was very unhappy
   If only Dono ... he would have passed his exams.
   A. studied hard
   B. had studied hard
   C. was studying hard
   D. has been studying hard

8. ... You hear is not true
   A. If
   \[\textcolor{red}{\text{\checkmark}}\] What
   C. Whether
   D. Does

9. ... I do is not your business
   A. If
   B. What
   C. Whether
   \[\textcolor{red}{\text{\checkmark}}\] Does

10. ... Rikky did was very amazing
    A. Who
    B. Whom
    C. Why
    \[\textcolor{red}{\text{\checkmark}}\] That
Exercise 2 Complete the following sentences with correct words!

look give leave see drove

go like told takes went

1. The movie is great. I __look____ the actors.
2. I want to __see____ the Corning glass museum because I am interested in glass blowing.
3. When we get there, I would like to __look____ at the displays.
4. I would like to __leave____ home early unless the traffic is slow.
5. He __told____ me the museum was closed on Mondays though it wasn't listed on the schedule.
6. Even though it __take____ a long time to get there, we would still like to go.
7. When we __drove____ there, we got lost.
8. In case you are wondering how to get there, I will __give____ you a map with the directions.
9. When we were in Bali, we __went____ to the beach.
10. I will __go____ home before my father gets angry.
Exercise 1. Choose the best answer of these questions!

1. My sister doesn't know where ... after her graduation from SMA.
   A. she had continued her study
   B. does she continue her study?
   C. she will continue her study
   D. will she continue her study?

2. Please tell me ... Makes you cry
   A. if
   B. what
   C. whether
   D. how

3. She has some shoes, ... none of them are comfortable for brisk walking.
   A. and
   B. but
   C. nor
   D. so

4. This method is widely used ... algorithm is not only effective but also very simple.
   A. because its
   B. because
   C. it is because
   D. because of its

5. Please tell me ... Do you want
   A. what
   B. if
   C. when
   D. why

6. The teacher asked: “Why did you come late, Mary?”
   The teacher asked why ...
   A. she comes late
   B. she had come late
   C. had she come late
   D. she came late

7. Customer: Excuse me. Could you show me where the fitting room is?
   Shop assistant: Sure, it is over there.
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   A. what
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    A. when
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    C. was
    D. if
Exercise 2. Supply the correct form in the parentheses for each of the following sentences!

- girl
- taken
- attends
- go
- goes
- playing
- allergy
- friendly
- left
- fixed

1. I don’t own any pet, because my brother has ____________.
2. I can’t ____________ to the movies since I don’t have any money.
3. Whether he ____________ the party or not, I have decided to go.
4. I will stop ____________ the drums when you go to sleep.
5. Since you’ve ____________ your exam in biology, you probably don’t feel like studying.
6. Although it is raining, he ____________ outside to do some exercises.
7. Kevin is a man who is very ____________.
8. That you ____________ home, your parents are worried.
9. Sinta is a beautiful ____________ who is so smart.
10. While the car is being ____________, we will need to take the bus.
Post-Test Cycle 1

Name: SYA
Class: 

Exercise 1. Choose the best answer of these questions!

1. She did not tell me where _____ after classes.
   - A. she would go
   - B. she will go
   - C. would she go
   - D. will she go

2. I do not know ... He has no parents
   - A. that
   - B. why
   - C. what
   - D. when

3. Ones can't eat their cake.... have it too.
   - A. and
   - B. but
   - C. nor
   - D. or

4. ......... he was seen to be an aggressive politician, he was a quiet and loving family man at home.
   - A. Although
   - B. Despite
   - C. In spite of
   - D. Nevertheless

5. ... I do is to make you happy
   - A. When
   - B. How
   - C. What
   - D. Where

   Kiranti said to Tono, “Did you finish your homework?”
   Kiranti asked Tono ......
   - A. whether he finished his homework
   - B. whether he has finished his homework
   - C. if he finished his homework
   - D. if he had finished his homework

   Mr. Firdaus said to his man, “Who phoned me just now?”
   The sentence above is the same as......
   - A. Mr. Firdaus wants to know who phoned him.
   - B. Mr. Firdaus wanted to know who had phoned him.
   - C. Mr. Firdaus asked him man who phoned him.
   - D. Mr. Firdaus asked him man who phoned him.

   Mom: Oh dear, didn’t I tell you to tidy this room?
   Ani: Mom, I couldn’t do it alone.
   Fery promised to help me but he went out.
   In the dialogue Ani’s mother wanted to know whether Ani ...... the room.
   - A. was tidying
   - B. would tidy
   - C. had tidied
   - D. will tidy

   9. I regret ... I did not accept your offer
   - A. that
   - B. where
   - C. why
   - D. when

   10. Do not ask me ... I cannot forgive her
   - A. why
   - B. who
   - C. why
   - D. how
Exercise 2 Complete the following sentences with correct words!

cooked  decided  studied  sent  working
fix  brush  spend  sleeping  where

1. Before you go to bed, you need to brush your teeth.
2. If you don't fix the car, it will continue to leak oil.
3. It isn't necessary to cram all night if you have studied a little each day.
4. I want to decide my holiday in Bali because Bali is so beautiful.
5. She is still working on that company though it is hard.
6. My brother didn't like the dish that I cooked.
7. Kutoarjo is a village where I was born.
8. My sister was sleeping when I came home last night.
9. Because he has beautiful voice, he decided to be a singer.
10. Dina is my old friend who sent me a letter last week.
Exercise 1. Choose the best answer of these questions!

1. Vini hope ... her letter.
   A. Jimmy to answer
   B. that Jimmy answer
   C. that Jimmy would answer
   D. whether Jimmy would answer

2. She is the person ... I met in front of the school.
   A. whom
   B. who
   C. that
   D. if

3. I want to know how customers decide to buy ... not to buy a new car.
   A. and
   B. nor
   C. or
   D. yet

4. .............. getting the highest result in the class, John still had problems with the teacher.
   A. Despite of
   B. In spite of
   C. Even though
   D. Nonetheless

5. I do not know ... He’s married or not.
   A. whether
   B. has
   C. have
   D. if

6. No one is admitted the university ........ he or she passes the test.
   A. if
   B. unless
   C. whether
   D. as

   Deni wanted to know whether I ...... that book from the library.
   A. borrow
   B. borrowed
   C. will borrow
   D. have borrowed

8. I realized ... I was not a rich man
   A. that
   B. then
   C. when
   D. where

9. I’ll wake you up ... The movie starts
   A. that
   B. then
   C. when
   D. where

10. I really hope ... You can attend our new home thanksgiving ceremony
    A. that
    B. then
    C. when
    D. where
Exercise 2 Complete the following sentences with correct words!

travelling  go  wore  follow  apologizes

drinking  bought  studying  went  watching

1. Rudi likes drinking coffee, but Ainun is trying to avoid caffeine.
2. Until he apologizes to me for his rude behavior, I refuse to see him.
3. I wore my boots because it looked like it might snow.
4. I will go on a trip if the car is in good working order.
5. Since the tire is flat, we had better get it fixed before travelling.
6. When I arrived, my father was watching TV.
7. Wherever you go, I will follow you.
8. Rina bought a new house which is located in Bandar Lampung.
9. Before you begin studying for the exam, you will probably want to rest.
10. Since the displays were great, I am glad we went.
Exercise 1. Choose the best answer of these questions!

1. "Can you turn on this electric stove?"
   A. I'm sorry, I don't know....
   B. the way operating it
   C. what is it operated
   D. how to operate it

2. I'm not sure... He go to work or not today
   A. if
   B. whether
   C. does
   D. had

3. I lent my friend $10 yesterday, ... her wallet was lost.
   A. and
   B. but
   C. for
   D. so

4. ... air is composed of about 78 percent nitrogen and only about 21 percent oxygen, is a little known fact on the streets.
   A. How that
   B. That
   C. When
   D. However

5. Can you tell me... The accident happened
   A. what
   B. if
   C. whether
   D. when

6. The insect, ....... bit my brother's arm last night
   A. A big spider with hairy legs
   B. it is a big spider with hairy legs
   C. a big spider which with hairy legs
   D. which is a big hairy-legged spider

7. Dono failed his exams. He was very unhappy
   If only Dono..... he would have passed his exams.
   A. studied hard
   B. had studied hard
   C. was studying hard
   D. has been studying hard

8. ... You hear is not true
   A. If
   B. What
   C. Whether
   D. Does

9. ... I do is not your business
   A. If
   B. What
   C. Whether
   D. Does

10. ... Rifikasi did was very amazing
    A. Who
    B. Whom
    C. Why
    D. That
Exercise 2 Complete the following sentences with correct words!

look    give    leave    see    drove

go    like    told    takes    went

1. The movie is great. I look the actors.
2. I want to go to the Corning glass museum because I am interested in glass blowing.
3. When we get there, I would like to look at the displays.
4. I would like to leave home early unless the traffic is slow.
5. He told me the museum was closed on Mondays though it wasn't listed on the schedule.
6. Even though it takes a long time to get there, we would still like to go.
7. When we drove there, we got lost.
8. In case you are wondering how to get there, I will give you a map with the directions.
9. When we were in Bali, we went to the beach.
10. I will go home before my father gets angry.
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Nomor: B-1205/In.21/D1.1/PN.03.1/02/2019 Salatiga, 21 Februari 2019
Lamp: Proposal Penelitian.
Hal: Permohonan Izin Penelitian

Kepada
Yth. Kepala SMA Islam Sudirman Bringin
Di tempat

Assalamualaikum Wr. Wb.

Yang bertanda tangan di bawah ini, kami menerangkan bahwa:
Nama : Dian Indra Rukmana
NIM : 113-14-026
Program Studi : TBI
Fakultas : Tarbiyah dan Ilmu Keguruan
Dalam rangka penyelesaian studi Jenjang Strata Satu di IAIN Salatiga, mahasiswa diwajibkan memenuhi salah satu persyaratan berupa penyusunan Skripsi.

Adapun judul skripsinya adalah:

THE USE OF MATCHING GAME TO IMPROVE THE STUDENTS' MASTERY ON DEPENDENT AND INDEPENDENT CLAUSES

Dosen Pembimbing : Hammam, M.Pd., Ph.D.

Kami mohon Bapak/Ibu memberi izin kepada mahasiswa tersebut untuk mengadakan penelitian di SMA Islam Sudirman Bringin, mulai tanggal 26 Februari 2019 sampai dengan selesai.
Demikian, atas pemberian izin Bapak/Ibu, kami sampaikan terima kasih.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

Tembusan: 1. Mahasiswa yang bersangkutan
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Nomor : B-126/ln.21/D1.1/PP.07.3/08/2018 /Salatiga, 03 Agustus 2018
Lamp. : Proposal Skripsi
Hal : Pembimbing Skripsi

Kepada
Yth. Bapak Hamam, M.P.d., Ph.D

Di Tempat

Assalamualaikum Wr. Wb.

Dalam rangka penyusunan Skripsi Mahasiswa jenjang Strata Satu, Saudara ditunjuk sebagai Dosen Pembimbing mahasiswa:

Nama : DIAN INDIRA RUKNANA
NIM : 113-14-026
Program Studi : TADRIS BAHASA INGGRIS
Fakultas : Tarbiyah dan Ilmu Keguruan
Judul Skripsi : THE USE OF MATCHING GAME TO IMPROVE THE STUDENTS MASTERY ON INDEPENDENT AND DEPENDENT CLAUSES

Apabila dipandang perlu Saudara diminta mengoreksi tema skripsi di atas.
Demikian untuk diketahui dan dilaksanakan.

Wassalamualaikum Wr. Wb.

A.n. Dekan,
Wakil Dekan Bidang Akademik

[Signature]

Mufid, S.Ag., M.Phil.
NIP. 19590617 1996303 1004

Tembusan:
1. Yth. Dosen Pembimbing
2. Mahasiswa yang bersangkutan
3. Arsip Akademik
Salatiga, 15 Januari 2019

Kepada,
Yth. Guru Bahasa Inggris
Di SMA Islam Sudirman Bringin

Dengan hormat,

Schubungan dengan penelitian tindakan kelas yang dilaksanakan pada mata pelajaran bahasa inggris dengan judul: THE USE OF MATCHING GAME TO IMPROVE THE STUDENTS' MASTERY ON DEPENDENT AND INDEPENDENT CLAUSES (A Classroom Action Research at Elevent Grade of SMA Islam Sudirman Bringin in the Academic Year of 2018/2019). Maka saya yang bertanda tangan dibawah ini:

Nama : Dian Indra Rukmana
Nim/ Jurusan : 113-14-026/ Tadris Bahasa Inggris
Institut : IAIN SALATIGA

Dengan ini akan meminta guru bahasa inggris supaya menjadi partner kerja saya selama penelitian berlangsung dan supaya dapat tercantum dalam lampiran skripsi. Demikian, surat ini saya ajukan sebagai salah satu syarat etika penelitian.

Hormat saya

[Signature]
Dian Indra Rukmana

SURAT PERNYATAAN

Terkait dengan surat permohonan menjadi partner kerja oleh saudari Dian Indra Rukmana dalam penelitian tindakan kelas yang dilaksanakan pada mata pelajaran bahasa inggris.

Dengan ini saya:

Nama : Yeni Suci Wulandari
Jabatan : Guru Bahasa Inggris
Institut : SMA Islam Sudirman Bringin

Bersedia menjadi partner kerja saudari selama penelitian berlangsung di kelas saya. Demikian surat pemberitahuan izin ini disampaikan semoga dapat digunakan sebagaimana mestinya.

Salatiga, 15 Januari 2019
Mengetahui,
Guru Bahasa Inggris

[Signature]
Yeni Suci Wulandari