

CHAPTER IV

FINDING

A. Result of the Study

This study was on the implementation of matching game to improve students' understanding on question tag. In this research, the researcher used classroom action research. It purposes to know the students' ability in question tag. The research was started on Monday, September ,1st 2010 until September, 30th 2010. This research was carried through third cycles. The description of each cycle is as follow:

1. Description and Analysis of Pre Cycle

The pre cycle was conducted at the beginning of the whole programs. The teaching process in pre cycle to the class VIII F was done on Monday, September,20th 2010. There were 23 students as participant. Before conducting the research, the researcher gave the pre test. The purpose was to know how far the students are able to speak English by use question tag. In this first stage, the teacher used conventional way in teaching question tag (teacher-centered learning). In this activities the researcher conducted at the beginning of the research. First, the researcher asked the students about their activities. From the students' answer the researcher explained about question tag. From the observation the researcher found some facts those happen in the classroom during teaching process. Grammar is a difficull, that makes students bored most of the students didn't pay attention to the researcher explanations and got difficulty to understand the material well.

From the description above, it can be concluded that the students' participation activity and their understanding on question tag was low. The researcher got the idea to make the students interested in learning grammar. The researcher implemented matching game to improve students' understanding on question tag. Then, the researcher gave the students test to check their understanding on question tag. The tests contain of 20 items of question. The researcher gave 30 minutes to do it. The purpose of the test was

to measure the students' achievement before given action. Then, the researcher calculated the mean of students' score. It was aimed to know the students' understanding on question tag. After giving the test, the researcher intended to use matching game to make students more enjoy to study.

2. Description and Analysis of First Cycle

The first cycle was conducted on Thursday, September, 23th 2010. The researcher used media and gave some questions related to the material. The students paid attention seriously when the lesson was presented. Further research explained as follow:

a. Planning

The result of the pre cycle was not satisfied. The researcher decided to use matching game to make students' understanding on question tag. Before applying matching game the researcher prepared the instructional tools those were needed in teaching learning process. There are lesson plan, observation checklist, card to play matching game, and students' test.

b. Acting

In this activity, the researcher became a teacher and observer. The researcher entered to the class and greeted the students, they responded the researcher greeted, and then the researcher checked the students' attendance list, and at this time no was student absent.

Before the researcher started the lesson, the researcher gave students the model of a question tag. Researcher also explained about the matching game. The first activity was done by asked the students about their activities. By the students' answer, the researcher wrote the students answer on the white board and explained the material by the example of the students' answer. The researcher explained the pattern of question tag and applied some example. The researcher gave the chance to the students to make the sentence on the white board and also gave the question tag. The students could respond and create the sentence. Then, the researcher gave the students chance to ask questions related to the material. There are one students gave questions to the researcher. She asked about how to make question tag.

After this, the researcher told to the students that in this teaching learning process the researcher would apply matching game to teach question tag. The students seemed curiosity about it. Then, the researcher divided the students into 4 group consist of 5 and 6 students. These groups were divided last meeting. The researcher distributed cards to each group and explained the procedure of playing matching game. First there were some students did not understand about the procedure and then they asked the researcher related to the procedure. After researcher explained once again, students understood and did not find any difficulties to play matching game. Then, the students started to play the game. Students must cooperative to be the winner. Most of students were to be more active.

c. Observing

The researcher observed students' in learning process in the class by using observation instrument. This observation was done in learning MTs Al Asror Gunung Pati Semarang.

For about 30 minutes the researcher observed the students' condition when they played matching game. From the first observation, some of group could not cooperation with their friends. There were some of students still confused about the question tag. But, students were enthusiastic during the game process.

After gave the treatment trough matching game, the researcher gave tests to measure students score. The writer gave 30 minutes for students to do the tests. There 6 students those could not discipline to do the tests. They tried to get their friends' answer.

d. Reflecting

The result of the first cycle was considered as implementation. It had an improvement compared with the pre test, but the students' test results were not satisfied yet. From the result of observation could be seen that students' activeness was little enough.

After observation was done, the teacher and the researcher discussed related to the implementation of the teaching-learning by using matching game technique.

From the result of evaluation in this cycle, could be concluded that must be reflected to the next cycle, they as follows:

- 1) The teacher should manage the class well and made class be conductive so that it was hopefully make the students be more active.
- 2) The teacher gave motivation to the student

3. Description and Analysis of Second Cycle

The second was conducted on Monday, September, 27th 2010. The researcher used media and gave some questions related to the material. The researcher prepared the flashcards. The students paid attention seriously when the lesson was presented. Further research explained as follow:

a. Planning

In this activity, the researcher prepared the instructional tool for the teaching learning process. The researcher done this cycle based on the reflection of the first cycle.

b. Acting

In the second cycle, the researcher divided students into 4 groups. The teacher entered to the class and greeted the students, they responded the researcher greeted, and then the researcher checked the students' attendance list, and at this time no was student absent.

Before the researcher started the lesson, the researcher gave students warming up by giving them some question related to the material was given in the previous meeting. Then, the teacher reviewed the explanation about question tag. After that the teacher gave the students' example of the question tag, in this time the teacher also explained about the matching game.

The researcher asked to the students about their activity last night. The researcher wrote the answer on black board and asked the students what the question tag to the sentence. Then, asked students to change the sentence to be

negative and also made the question tag about it. The researcher also gave other sentences to the students and asked the students about the question tag. This activity aimed to give the students explanation about the pattern of question tag.

Then, the researcher told to the students that they would play matching game again. It was fantastic; the students looked so fun when they played matching game again. It made noise. Before the researcher applied matching game, she divided students into 4 groups. She distributed cards for each group and stuck the cards on the black board. There were students asked about the meaning of the word. The researcher asked the students to look up dictionary. Then, they matched the card with the same value of the sentences. Students did not find any difficulties when play matching game. The researcher discussed the students' answer.

c. Observing

The researcher observed students' in learning process in the class by using observation instrument. In the second cycle, students showed their enthusiasm and looked fun. Students paid attention to the teacher explanation. There were five students asked the researcher related to the procedure of playing matching game and the material. The students on the second cycle showed their cooperation each other. From the observation, the researcher found some difficulty to analyze verb and nominal.

After finished matching game, the researcher gave students tests to check their understanding on question tag . It was content of 20 Question. This cycle was followed 23 students. The test was running well.

d. Reflecting

The researcher discussed about teaching learning process that have been done to find the weakness and how to fix it in the next cycle and made reflection to the next cycle. In this cycle, students still confused to create sentences in verb. They were confused to analyze present and past tense. So the researcher decided to do the next treat.

4. Description and Analysis of Third Cycle

The third was conducted on Thursday, September, 30th 2010. The teacher used the same technique as the same technique as the previous one, and the students' did the same activity as the same in the second cycle. The students paid attention seriously when the lesson was presented. Further research explained as follow:

a. Planning

In this cycle, the teacher planned some activities to get maximum result. The teacher tried to overcome the weakness such as in the previous cycles. The planning of third cycle such arranged the lesson plan, student worksheet, media, observation checklist and evaluation test were more prepared.

b. Acting

In the third cycle, the teacher entered to the class and greeted the students, they responded the researcher greeted, and then the researcher checked the students' attendance list, and at this time no was student absent.

Before the researcher started the lesson, the researcher gave students warming up by giving them some question related to the material was given in the previous meeting. Then, the teacher reviewed the explanation about Question Tag. The teacher explained students little about tag questions pattern just to make students more understood. Teacher also gave other example to make sure they got more understanding on question tag.

The researcher divided students into 4 groups. She distributed cards to each group. Then the researcher explained more about the procedure to matching game. In this cycle, the procedure same with the previous. In this cycle students more interested because the winner got present from the researcher.

In this case, before played the matching game the researcher translated the new vocabulary for the students. It was make students did not find any difficulties when played the matching game. The researcher also permitted to the students to look up the dictionary.

The researcher looked around to observe their acting and checking their answer. And students asked about the meaning because on their group there were no students who brought the dictionary.

c. Observing

In this cycle, students were enthusiasm to play matching game. It was make students noise. In this cycle, students got better than last cycle. Students were also more accurate to match the cards in same value.

After played matching game, the teacher conducted test. teacher gave 30 minutes to students to do test. The tests consist of 20 question test. In the third cycle, there was no student looked up dictionary and the students did the test by self.

d. Reflecting

In this cycle, the students' improvement on understanding question tag was more significant. It could be seen from the average improvement score of the test and their enthusiastic in learning process, they were serious and made effort to understand question tag. Finally the teacher concluded that the students understood on question tag more significantly after being given treatment using matching game since the first cycle until the third cycle.

B. Discussion of Research Finding

The discussion result that related to study in the result action from the pre cycle, first cycle, second cycle, and third cycle that was; the students' achievement show the improvement from the pre cycle until the last cycle (third cycle).

1. Students' score of the pre cycle

After conducting the test, the researcher gave score. The maximum score was 10. Then, after finding the result of the students' test score, the researcher went to analyze the score by using percentage of scoring as follow¹:

¹ Suharsimi Arikunto, *Dasar- Dasar Evaluasi Pendidikan, edisi revisi cet. 6*, (Jakarta Bumi Aksara, 2006), p. 236

$$\text{Score} = \frac{\Sigma \text{right answer}}{\Sigma \text{items}} \times 100\%$$

By using the percentage of scoring above, the researcher had purpose to get the percentage of correct answer to analyze the students' score. Then the researcher used five letters: A, B, C, D and E. to classify the grade of students' score level as presented on the table below.

Table 2
Students' Result in Pre-Cycle

Students Code	Score	Percentage	Letter score	Category
A- 1	6	60%	C	Fair
A- 2	6	60%	C	Fair
A- 3	6,5	65%	C	Fair
A- 4	6	60%	C	Fair
A- 5	5	50%	D	Less
A- 6	5,5	55%	D	Less
A- 7	6,5	65%	C	Fair
A- 8	7	70%	B	Good
A- 9	6	60%	C	Fair
A- 10	5	50%	D	Less
A- 11	5,5	55%	D	Less
A- 12	7	70%	B	Good
A- 13	5,5	55%	D	Less
A- 14	6	60%	C	Fair
A- 15	6	60%	C	Fair
A- 16	5	50%	D	Less
A- 17	5,5	55%	D	Less
A- 18	5	50%	D	Less
A- 19	7	70%	B	Good

A- 20	6	60%	C	Fair
A- 21	5	50%	D	Less
B- 22	6,5	65%	C	Fair
A- 23	5,5	55%	D	Less

After that, the researcher was going on to determine the frequency of students' ability; it aimed to give classification to their ability. The frequency of level percentage is divided by the total of respondent (n), and multiplied by the formula was:

$$P = \frac{\sum f}{n} \times 100\%$$

Note P = the percentage of frequency
f = frequency of students' score
n = the total of students

The classification of the category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table 3

The category of the students score and their percentage:

No	Interval	Freq	Percentage	Category
1	90%- 100%			
2	70%- 89%	3	13%	Good
3	60%- 69%	10	43,5%	Fair
4	50%- 59%	10	43,5%	Less
5	0%- 49%			
		23	100%	

From the data above, it could be classified that 13% or 3 students got good mark, 43, 5 % or 10 students got fair mark, 43,5% or 10 students got less mark.

After calculating the percentage of students score, the researcher calculated the mean to measure the improvement of students' score in every cycle. To know the mean of the students' score in pre cycle using this formula is as follows:

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

X = the mean

f = the sum offset score

n = the number of students

The computation of the average of the score is as follow:

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

$$X = \frac{135}{23}$$

$$= 5,869$$

$$= 5,9$$

$$= 5,9$$

$$\text{Mean} = 5,9$$

From the data above, it showed that the average of the students score in the pre cycle is 5,9. It means that the result was low. The researcher decided to use another technique to make students interested in the teaching learning process in order to improve students' understanding on question tag. The researcher decided to use matching game as teaching technique, and use card as media to facilitate the teaching learning process.

2. Students' score of the First cycle

Table 4

Students' Result in First Cycle

Students Code	Score	Percentage	Letter score	Category
A-1	4,5	45%	E	Poor

A-2	8	80%	B	Good
A-3	7	70%	B	Good
A-4	7	70%	B	Good
A-5	5,5	55%	D	Less
A-6	6,5	65%	C	Fair
A-7	5,5	55%	D	Less
A-8	5,5	55%	D	Less
A-9	5,5	55%	D	Less
A-10	9	90%	A	Excellent
A-11	8,5	85%	B	Good
A-12	6	60%	C	Fair
A-13	6,5	65%	C	Fair
A-14	8	80%	B	Good
A-15	7,5	75%	B	Good
A-16	6,5	65%	C	Fair
A-17	5	50%	D	Less
A-18	7	70%	B	Good
A-19	6	60%	C	Fair
A-20	7	70%	C	Fair
A-21	6,5	65%	C	Fair
A-22	6,5	65%	C	Fair
A-23	5	50%	D	Less

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table 5

The category of the students score and their percentage:

No	Interval	Freq	Percentage	Category
1	90%- 100%	1	4,3 %	Excellent
2	70%- 89%	7	30 %	Good

3	60% - 69%	8	34,8 %	Fair
4	50% - 59%	6	26 %	Less
5	0% - 49%	1	4,3 %	Poor
		23	100%	

From the data above, it could be seen that 4,3 % or 1 students got excellent mark, 30% or 7 students got good mark, 34,8 % or 8 students got fair mark, 26% or 6 students got less mark, and 4,3 % or 1 students got poor mark. After that, the researcher calculated the mean using the same formula with the previous research. The result of the mean of the first cycle is:

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

$$X = \frac{150}{23}$$

$$= 6,521$$

$$= 6,5$$

$$= 6,5$$

The result of the mean was 6,5. It means that the students' score in first cycle could be said successful. But it was unsatisfied yet, because 6 students still got less mark and 1 student got poor mark, so the researcher had to continue to the next cycle.

3. Students' score of the Second cycle

Table 6

Students' Result in Second Cycle

Students Code	Score	Percentage	Letter score	Category
A-1	7	70%	B	Good
A-2	6,5	65%	C	Fair
A-3	8	80%	B	Good
A-4	8	80%	B	Good

A-5	7,5	75%	B	Good
A-6	8,5	85%	B	Good
A-7	7	70%	B	Good
A-8	6,5	65%	C	Fair
A-9	7	70%	B	Good
A-10	6,5	65%	C	Fair
A-11	6	60%	C	Fair
A-12	7,5	75%	B	Good
A-13	7	70%	B	Good
A-14	6,5	65%	C	Fair
A-15	8	80%	B	Good
A-16	7,5	75%	B	Good
A-17	8	80%	B	Good
A-18	8,5	85%	B	Good
A-19	6	60%	C	Fair
A-20	7,5	75%	B	Good
A-21	8,5	85%	B	Good
A-22	8,5	85%	B	Good
A-23	7,5	75%	B	Good

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table 7

The category of the students score and their percentage:

No	Interval	Freq	Percentage	Category
1	90%- 100%			
2	70%- 89%	17	73,9 %	Good
3	60%- 69%	6	26,1 %	Fair
4	50%- 59%			

5	0% - 49%			
		23	100%	

From the table 7 above, it could be seen that 73, 9 % or 17 students got good mark, 26,1 % or 6 students got fair mark. From that result, the researcher could calculate the average (mean) of the score as follows:

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

X = the mean

F = the sum offset score

n = the number of students

The computation of the average of the score is as follow:

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

$$\text{Mean} = \frac{169,5}{23}$$

$$= 7,369$$

$$= 7,4$$

The result above showed us that the average of the students test in the second cycle was 7, 4. The result of the second was better than the previous one. It means that there were improvements for the students' understanding on question tag.

4. Students' score of the Third cycle

Table 8

Students' Result in third Cycle

Students Code	Score	Percentage	Letter score	Category
A-1	9	90%	A	Excellent
A-2	8	80%	B	Good
A-3	8,5	85%	B	Good

A-4	7,5	75%	B	Good
A-5	6	60%	C	Fair
A-6	6,5	65%	C	Fair
A-7	8	80%	B	Good
A-8	9	90%	A	Excellent
A-9	7,5	75%	B	Good
A-10	8	80%	B	Good
A-11	8,5	85%	B	Good
A-12	8	80%	B	Good
A-13	9	90%	A	Excellent
A-14	9,5	95%	A	Excellent
A-15	8	80%	B	Good
A-16	7	70%	B	Good
A-17	6	60%	C	Fair
A-18	7,5	75%	B	Good
A-19	8	80%	B	Good
A-20	8,5	85%	B	Good
A-21	7	70%	B	Good
A-22	8,5	85%	B	Good
A-23	6	60%	C	Fair

The category of students' ability and their percentage can be seen using the formula. The computation of the scoring of percentage as follow:

Table 9

The category of the students score and their percentage:

No	Interval	Freq	Percentage	Category
1	90%- 100%	4	17,4 %	Excellent
2	70%- 89%	15	65,2 %	Good
3	60%- 69%	4	17,4 %	Fair

4	50%- 59%			
5	0%- 49%			
		23	100%	

From the table above, it could be seen that 17, 4% or 4 students got excellent mark, 65, 2% or 15 students got good mark, and 17, 4% or 4 students got fair mark. Then, the researcher calculated the mean.

The computation of the average of the score is as follow:

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

$$\text{Mean} = \frac{179,5}{23}$$

$$= 7,804$$

$$= 7,8$$

From the data above, it showed that the average of the students score in the third cycle is 7, 8. It means the students score in this cycle could be categorized as successful because the result of the cycle was there were no students who got less mark or poor mark, so the researcher decided to stop in this cycle.

The result of the test from the first cycle until third cycle briefly can be seen in the table 10 below:

Table 10

The result of test from the first cycle until third cycle as follow:

No	Students code	Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	A-1	6	4,5	7	9
2	A-2	6	8	6,5	8
3	A-3	6,5	7	8	8,5
4	A-4	6	7	8	7,5
5	A-5	5	5,5	7,5	6

6	A-6	5,5	6,5	8,5	6,5
7	A-7	6,5	5,5	7	8
8	A-8	7	5,5	6,5	9
9	A-9	6	5,5	7	7,5
10	A-10	5	9	6,5	8
11	A-11	5,5	8,5	6	8,5
12	A-12	7	6	7,5	8
13	A-13	5,5	6,5	7	9
14	A-14	6	8	6,5	9,5
15	A-15	6	7,5	8	8
16	A-16	5	6,5	7,5	7
17	A-17	5,5	5	8	6
18	A-18	5	7	8,5	7,5
19	A-19	7	6	6	8
20	A-20	6	7	7,5	8,5
21	A-21	5	6,5	8,5	7
22	A-22	6,5	6,5	8,5	8,5
23	A-23	5,5	5	7,5	6
Sum		135	150	169,5	179,5
Average (mean)		5,86	6,52	7,4	7,8
Low score		5	4,5	6	6
High score		7	8,5	8,5	9,5

Table 11

The result of observation checklist from pre cycle until third cycle
as follow:

No		Total of students			
		Pre	Cycle 1	Cycle 2	Cycle

		cycle			3
1	Paying attention	9	11	16	18
2	Asking questions	1	2	2	4
3	Responding to question	4	7	8	10
4	Accomplishing task	11	16	17	19

From the data above, it would be analyzed by calculating the percentage from the checklist as the pattern below:

$$\frac{\text{Sum of checklist}}{\text{Amount of students}} \times 100\%$$

Table 12

The percentage as follow:

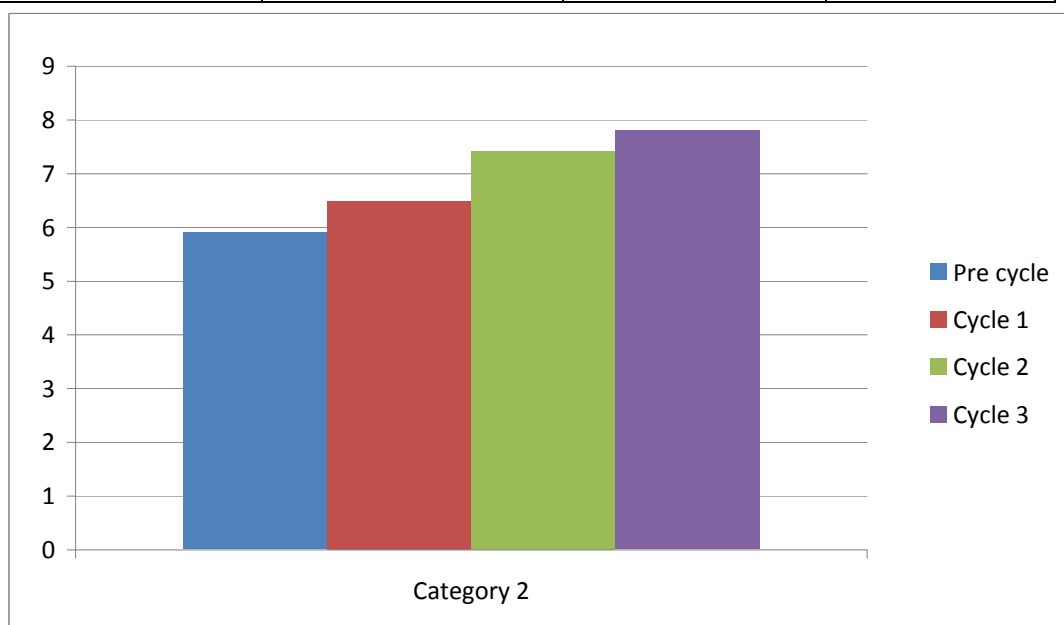
No		Total of students			
		Pre cycle	Cycle 1	Cycle 2	Cycle 3
1	Paying attention	39, 1%	47, 8%	69, 6%	78, 3%
2	Asking questions	4, 3%	8,7%	8,7%	17, 4%
3	Responding to question	17, 4%	30, 4%	34, 8%	43, 5%
4	Accomplishing task	47, 8%	69, 6%	73, 9%	82,6%

From some tables above, the use of matching game in teaching question tag could help students to understand the material. So, this classroom action research in the implementation of matching game to improve students' understanding on question tag at second grade students of MTs Al Asror Gunung Pati in the academic year of 2010/2011 was success. It could be seen from the result of test and the observation checklist in every cycle.

After the researcher implemented matching game in teaching learning question tag, researcher got data. There were improvements from the students' understanding on question tag. Students were being enthusiastic in teaching and

learning process by using matching game. Most of students were active in responded to students or the teacher questions. Students also could distinguish past verb and present verb. It was analyzed from each cycle and then the researcher got the result of the classroom action research as followed:

Pre cycle	Cycle 1	Cycle 2	Cycle 3
5,9	6,5	7,4	7,8



It was the result of students' average score from pre cycle to third cycle. From the table above, we can see that the improvement of students' understanding on question tag.

There were many factors those influenced the result of study. One of factors was teaching aid or media. When the teacher employed an appropriate teaching aid or media that is suitable with the technique, the students more enjoyed to study.

Based on the result that have been done, it can be described that using matching game as a teaching technique and the card as media in the teaching learning process at the VIII F students' of MTs Al Asror Gunung Pati Semarang could improve students' understanding on question tag. Actually, the use of the appropriate teaching media and technique made students easy to understand the

material that is delivered by the teacher. Teaching learning used matching game is effective to encourage students' understanding. It can stimulate students' to be active. Matching game was not only appropriate to teach question tag but also it was appropriate for teaching vocabulary, simple presents tense, and etc. Matching game stimulates students' mind and it is one way of encouraging students' creativity. Thus, in fact matching game was effective technique to improve students' understanding on question tag.

C. The Advantages and Disadvantages of Game and Matching Game to Teach Question Tag

The advantages were described below:

Students, especially young learners will enjoy the school activities when the teacher includes games in their activities. Games can improve the students' motivation because they will not feel worry during learning process and they will able to memorize the learning especially question tag.

After conducted the research, there were some advantages of using matching game in the teaching question tag:

1. The matching game gave students the real data of a chronological action. It helped students to express their ideas not only based on their imagination but also reality because teacher taught the students using their own experience. The use of matching game was actually means to help them in catching and expressing their ideas easily.
2. Students' boredom in learning grammar could be avoided. The treatment gave students different nuances of teaching and learning process so they were interested in following the lesson. Matching game that contained flashcard could attract students' attention to interpret it and express their ideas related to the card.
3. Using matching game the teacher can motivate to join the class and stimulate because there is competition to be the winner when they play the game.

Besides the advantages, games also have the disadvantages. Many games cause density of practice as more conventional drill exercises. Games take a long

time to prepare and it is difficult to organize in the classroom. Moreover, games also represent a disturbance of traditional organization of the classroom. It provides few opportunities for input of new language and not all students like playing games. The use of matching game costs a lot of money also, because the teacher used many flashcards as media in teaching learning process.