THE USE OF MATCHING GAME TO IMPROVE
STUDENTS’ UNDERSTANDING ON IRREGULAR VERB OF
SIMPLE PAST TENSE
(An Experimental Research at the Eighth Grade Students of
SMP Negeri 01 Mlonggo Jepara in the Academic Year of 2010/2011)

A Final Project
Submitted in Partial Fulfillment of the Requirement
for the Degree of Bachelor of Education
In English Language Education

Conducted By
ARISA SETIANINGSIH
Student Number: 63411057

ENGLISH LANGUAGE TEACHING DEPARTMENT
FACULTY OF TARBIYAH
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG
2010
Dear sir,

Dean of Faculty of Tarbiyah
State Institute of Islamic Studies
IAIN Walisongo Semarang

Assalamualaikum Wr. Wb.

After correcting it to whatever extent necessary, we state that this final project belongs to a student as bellow:

Name : Arisa Setianingsih
Reg. number : 63411057
Department : Tadris Bahasa Inggris
Title : “The Use of Matching Game to Improve Students’ Understanding on Irregular Verb of Simple Past Tense”

Is ready to be submitted in joining last examination

Wassalamualaikum Wr. Wb.

Semarang, December 06th 2010

Academic advisor I
Academic advisor II

Dra Siti Mariam, M.Pd
NIP. 196507271992032002

Drs. H. Abdul Wahid, M. Ag
NIP. 19691114 199403 1 003
RATIFICATION

Name : Arisa Setianingsih
Student number : 063411057
Title : The Use of Matching Game to Improve Students’ Understanding on Irregular Verb of Simple Past Tense
( An Experimental Research at the Eighth Grade Students of SMP Negeri 01 Mlonggo Jepara 2010/2011)

Had been ratified by the team of thesis examiner of education faculty of Walisongo state institute for Islamic studies Semarang on:

Day : Thursday
Date : December 23\textsuperscript{rd} 2010

The Team of Examiner

Chairman,                        Secretary,

Drs. Abdul Wahib, M.Ag.        M. Nafi Annury, M.Pd.
NIP. 19600615 1991031004        NIP.19780719 200501 1 007

Examiner I,                    Examiner II,

Siti Tarwiyah, S.S., M.Hum      Drs. Musthofa, M.Ag.
NIP. 19721108 199903 2 001      NIP.19710403 199603 1 002

Advisor I                      Advisor II

Dra Siti Mariam, M.Pd.         Drs. H. Abdul Wahid, M. Ag
NIP. 196507271992032002         NIP. 19691114 199403 1 003
“The life of this world is but sport and pastime, and if you believe and are righteous, He will give you your due and will not require of you your belonging”.¹

DEDICATION

The thesis is dedicated to:

- My beloved father (Karni) and mother (Kasmi) who always support emotionally and materially with prayer, love, and patience.
- My beloved brothers, (Hadi Siswoyo, Handoko, and Joko Waluyo) who always support and motivate the writer to finish this thesis.
- My beloved uncles Kasno, Basuki, Sri, Wiyono and their family.
- My beloved aunts Marni, Tentrem, Sri, Tutik, and their family.
- My beloved sister in law Juli and Ade who always motivate the writer everytime.
- My beloved brother in law Amin, Agung, Roni and their family.
- My beloved best friend Aji Musthofa who always support and motivate the writer to finish this thesis.
- My beloved elder sister Noorma who always give suggestion to the writer.
- My beloved little sister Tantri and Siti Amelia who always help the writer arranges the thesis until finish.
- All my friends.
A THESIS STATEMENT

I certify that this thesis is definitely my own work. I am completely responsible for the content of this thesis. Other writers’ opinions or findings included in the thesis are quoted or cited in accordance with ethical standards.

Semarang, November 06th 2010

The Writer

Arisa Setianingsih
NIM: 063411057
ABSTRACT

Arisa Setianingsih (Student Number: 64311057). The Use of Matching Game to Improve Students’ Understanding on Irregular Verb of Simple Past Tense (An Experimental Research with Eighth Grade Students of SMPN 01 Mlonggo Jepara In the Academic Year 2010/2011. Thesis, Semarang: Bachelor Program of English Language Education of Walisongo State Institute for Islamic Studies, 2010.

Key Words: matching game, understanding, technique, and principle in teaching irregular verb of simple past tense using matching game.

The background of the study in this research is based on the phenomena that students in SMP N 01 Mlonggo Jepara usually get bored and unmotivated to learn grammar. So the writer teach grammar especially irregular verb of simple past tense using matching game containing interesting game, simple vocabulary, easy to understand and funny.

The problem of this research can be stated as follow: How is the effectiveness of using matching game to improve students’ understanding on irregular verb of simple past tense?

It purpose is: To find out the effectiveness of using matching game to improve students’ understanding on irregular verb of simple past tense.

The method of the research is experimental study. The data is obtained by giving test to the experimental class (VIII A was taught using matching game), control class (VIII B was taught without matching game), and try out class (VIII C was taught with conventional method). The writer gave tryout test to analyze validity, reliability, difficulty level and the discriminating power of each item.

Analysis data is from the beginning and the ending of control and experimental class that is taken from the pre test and post test value. It is the normality test and homogeneity test. It is used to prove the truth of hypothesis that has been planned. The result of the research: The average score of control group’s before treatment (64.70), after treatment was (70.30). Whereas the experimental group’s average before treatment was (63.90) and after treatment was (76.60). There is a difference score between students taught using matching game and taught using non-matching game. It is showed the mean of experimental class is higher than control class (76.60 > 70.30). On the other hand, the test of hypothesis using t-test formula shows the value of the t-test is higher than the value of the t-table. The value of t-test is 3.686, while the value of t-table on $\alpha = 5\%$ is 1.99 (3.686>1.99). The hypothesis is accepted.

Based on the result of this study, it is expected to be an information material for many teachers especially English teachers in teaching irregular verb of simple past tense. So, that can produce students who master English well.
ACKNOWLEDGEMENT

First and foremost, I would like to express gratitude to Allah SWT, the Almighty God for the blessing, kindness, and inspiration in lending me to accomplish the final project. Without Him, I couldn’t stay patient and in control in writing this final project from the first page to the last page.

Shalawat and salam for the Prophet Muhammad who brings us from darkness to the brightness.

I realize that I cannot complete this final project without the help of others. Many people have helped me during the writing this final project and it would be impossible to mention all of them. I wish, however, to give my sincerest gratitude and appreciation to:

1. The Dean of Tarbiah Faculty Walisongo State Institute for Islamic Studies Semarang.
2. The Head of English Department Faculty of Tarbiah Walisongo State Institute for Islamic Studies Semarang.
3. Dra, Siti Mariam, M.Pd as the first advisor and Dra, Abdul Wahid, M.Ag as the second advisor for their patience in providing careful guidance, helpful corrections, very good advice as well as suggestion and encouragement during the consultation.
4. Lectures in English Department of Tarbiyah Faculty for valuable knowledge, guidance, and advices during the years of my study.
5. The headmaster SMP N 01 Mlonggo Jepara Sudiharto, S.Pd. who had allowed me to carry out the research in his school. Endang Kristyawati as the English teacher of VIII B, and Sukarti as the English teacher of VIII A and VIII C.

Semarang, December 06th 2010

The Writer

Arisa Setianingsih
NIM: 063411057
TABLE OF CONTENT

PAGE OF TITLE .......................................................................................................... i
ADVISOR APPROVAL ............................................................................................ ii
RATIFICATION ....................................................................................................... iii
THESIS STATEMENT ............................................................................................ iv
MOTTO .................................................................................................................... v
DEDICATION ......................................................................................................... vi
ACKNOWLEDGEMENT ....................................................................................... vii
ABSTRACT .............................................................................................................. viii
TABLE OF CONTENT ......................................................................................... ix

CHAPTER I INTRODUCTION

A. The Background of the Study ..................................................................... 1
B. Reason for Choosing the Title ............................................................... 4
C. Research Question..................................................................................... 5
D. Objectives of the Study ............................................................................ 5
E. Limitation of the Study ............................................................................. 5
F. Pedagogical Significance ....................................................................... 6
G. Definition of Key Terms ......................................................................... 7

CHAPTER II REVIEW OF RELATED LITERATURE AND HYPOTHESIS

A. Theoretical Review ................................................................................... 8

1. Grammar in Teaching and Learning ............................................... 8
   1) The Definition of Grammar ............................................................... 8
   2) The Important of Learning English Grammar ....................... 9
   3) Methods of Teaching Grammar .................................................... 10

2. General Concept of Irregular Verb of Simple Past Tense ............. 11
   1) The Definition of Irregular Verb of Simple Past Tense .......... 11
   2) The Principle of Teaching Irregular Verb of Simple Past Tense ........................................................................ 12

3. Matching Games in Teaching Irregular Verb of Simple Past Tense .................................................................................. 15
1) The Definition of Matching Game ........................................ 15
2) Teaching Matching Game Using Flash Card as Media .......... 17
3) The Characteristics of Making a Match Game ................. 18

B. Previous Research .......................................................... 19
C. Hypothesis ................................................................. 21

CHAPTER III RESEARCH METHOD
A. Subject of the Study ...................................................... 22
B. Setting of the Study ........................................................ 23
C. Variables of the Research ............................................... 23
D. Research Design .......................................................... 24
E. Method of Data Collection and Analysis ......................... 29
F. Procedure and Time Line ............................................... 40

CHAPTER IV RESEARCH FINDING AND ANALYSIS
A. Data Analysis of Try Out Class ................................. 41
B. Data Analysis of Pre Test Value of Experimental and Control Class ...................................................... 46
C. Data Analysis of Post Test Value of Experimental and Control Class ...................................................... 51
D. Discussion of Research Finding ................................. 56
E. Limitation of the Research ............................................ 60

CHAPTER V CONCLUSION
A. Conclusion ................................................................. 61
B. Recommendation ........................................................ 62

REFERENCES
APPENDIXES
LIST OF TABLE

1. Table of Score of the Try Out Class .................................................... 42
2. Validity Table of Try Out Class .......................................................... 43
3. Table of Pre-test Score of the Experimental Group............................. 48
4. Table of Pre-test Score of the Control Group ..................................... 49
5. Table of the Observation Frequency of Experimental Group.............. 52
6. Table of the Observation Frequency of Control Group ....................... 53
7. Test of Homogeneity (Pre-test)............................................................. 53
8. Table of the Pos-test Score of the Control Group ............................... 56
9. Table of the Pos-test Score of the Experimental Group ..................... 57
10. Table of the Observation Frequency of Control Group ..................... 59
11. Table of the Observation Frequency of Experimental Group............. 60
12. Test of Homogeneity (Post-test).......................................................... 61
13. The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group ............................................................. 63
14. The Pre-test and Post-test Students’ Average Scores of the Experimental and Control Group ............................................................. 64
**LIST OF APPENDIX**

1. Instrument .............................................................................................. 1
2. Research journal in control research ..................................................... 2
3. Research journal in experimental research .......................................... 3
4. Lesson plan control class ...................................................................... 4
5. Lesson plan experimental class ............................................................ 5
6. The photo of experimental class ............................................................ 6
7. The photo of control class ..................................................................... 7
8. The photo of try out class ..................................................................... 8
9. Subject list of control group ................................................................. 9
10. Subject list of experimental group ....................................................... 10
11. Subject list of try out group ............................................................... 11