CHAPTER IV

DATA ANALYSIS

A. Result of the Study

This study was conducted in two cycles. There were three meetings. The first meeting of pre research was held on January 20th 2016, the second meeting of cycle 1 was on January 27th 2016 and the third meeting of cycle II was on February 03th 2016. This study was on the implementation of Make a Match model to improve students understanding on Simple Past Tense. It was conducted through a classroom action research which consisted of several activities.

1. Preliminary Research

Before the teaching and learning activities were undertaken, the teacher performed a pre-cycle test on Wednesday, 20th January 2016. The test consisted of 20 items. The aim of the test was to measure whether or not the students were familiar with the sentences of simple past tense. It involved the whole students in the class that consisted of 47 students.

Before giving the test, the teacher asked them to introduce their name one by one, in order that the students and researcher knew each other. First, teacher asked some students randomly about their activities in the past or at the time in Indonesian. From the student's answer, teacher explained about simple past tense. He distinguished between the function of simple present and simple past tense. From the observation, the researcher found some facts that happened in the classroom during learning process. It could be described that grammar is hard subject and can make students confused. So students looked bored, most of them didn't pay attention for the teacher's explanation and could not respond the teacher's question. At the beginning when teacher asked students to respond teacher question, they were confused to distinguish verb I and verb II.

At the time, after the question sheets had been distributed, then the teacher directly explained the rule of the test, they

simply needed to answer the question that contain of 20 items of multiple choice by crossing a, b, c, or d and they were only provided 30 minutes in it.

2. Cycle 1

   a. Planning

   The first cycle was conducted on Wednesday, January 27th 2016. The teacher explains about the simple past tense. Based on the result of preliminary test the student's English mark was not satisfied. The researcher and English teacher decided to use Make a Match model. The treatment was focused on improvement of students' understanding on simple past tense. Before applying Make a Match researcher prepared the instructional tools that were needed in teaching learning such as lesson plan, observation checklist, cards, and students' test.

b. Acting

In this activity, the researcher became a teacher and she was accompanied by the teacher as observer. The first activity, the teacher asked some students about their activities in the past. In fact, from the students' answer they could not distinguish simple present tense, simple past tense and present continuous tense pattern. Such as from student's answer "I study last night" and "I am studying last night". From this result, teacher explained the pattern of simple past tense verbal sentence, and then teacher applied some examples. Teacher explained either verbal pattern or nominal sentence. When teacher explained in front of class about simple past tense and gave examples of simple past tense, most of students gave attention to her. Teacher gave chance for all students to make and change simple past tense sentence to negative and

interrogative sentences. The students could respond and create sentences well, although it was gradually. Then teacher walked around class and asked one students in the backside about their activities in the past. The student could make good positive sentence of simple past tense. Then teacher asked other students to change that friend's sentence to be negative sentence. In this case, student could change that sentence well, although she was doubt to answer it. Then teacher let the students ask question related to the material. There is one student gave question for the teacher. She asked about the nominal of simple past tense pattern.

After this, the teacher told to the students that in this learning the teacher would apply Make a Match learning model to teach simple past tense. The students seemed curiose about it. First there were some

students did not understand about the procedure, and then they asked the teacher related to the procedure. After teacher explained more, the students understood and they were ready to play Make a Match learning model. Before playing Make a Match, teacher distributed the cards. The teacher divided students into 3 groups. First group get affirmative card, second group get negative card and third group get interrogative card. In order each student understood and did not find any difficulties when playing Make a Match. To start this model the teacher asked students to stand up and face with other. The students have to find out their partner that match with their own card. At the end of the lesson, she gave assessment test. From the result of observation in cycle I, almost all of students were active than before.

c. Observing

Although they have been formed in one team, there were still students who didn't pay attention to the material conveyed by the teacher and just had joke with their friends.

Most of male group member were just chatting and not doing the team work. In fulfilling the worksheets there were many students who count on the work done by those who are thought to be capable. They were reluctant to do the work because they thought it was difficult. From twenty questions which were given, it was found twenty two students who got score under 75.

Students' courage to ask the teacher was still less i.e. sixteen students. Team work among the members didn't appear yet. They were still just talking and kidding with each other.

d. Reflecting

After students playing Make a Match learning model, teacher

discussed the result of observation when the game progressing and also made reflection to the next cycle. In this cycle there were students still confused to determine the couple sentence in simple past form well. Then researcher and English teacher planned to do the second cycle. Based on the observation above, teacher and researcher need to do some improvements such as teacher should louder the voice in explaining the lesson, giving reinforcement and reward to the team with good achievement, giving guidance to the team which cannot cooperate well or still confusion to find the partner.

3. Cycle II

   a. Planning

      This activity was done on Wednesday, February 03th 2016. In this activity, teacher also prepared the instructional tool for teaching and learning process. Teacher done this

cycle based on the reflection of first cycle with the English teacher.

b. Acting

In this cycle the teacher divided class to be 3 groups, it was different with first cycle. The teacher made these groups according to the result of test from cycle I. In this phase as brainstorming, teacher asked some students about their activities in the past. Teacher asked Popy Dwi Jayanti about his activity last night. Popy answered using Indonesian "Saya bermain catur tadi malam". Then teacher chose other student to translate the popy's answer in English. He was Ahmad Agus Sya'roni, he could translate it well "I played chess last night". From that example, teacher asked Umi Umbarwati to change the sentence to be negative sentence of simple past tense. She could answer incorrect, she did not apply "not" in the sentence, her answer was " I did play chess last

night". Then teacher asked all of students to correct it. The correct answer is "I did not play chess last night". Then, teacher asked them to change that sentence to be interrogative sentence in simple past tense. Teacher also gave exercise in nominal sentence and students could respond it well. For about 15 minute students were given simple exercise about simple past tense. The purpose was to put in main of simple past tense pattern and function for the students. Then teacher told to the students that we would play Make a Match again. In this case, the students were so happy and made noise. Before teacher applying Make a Match model, she divided class to be 3 group. She distributed cards for every student. Then the teacher explained the role of playing Make a Match model from the second cycle. Students did not find any difficulties when play it. Then teacher gave for

about 10 minutes for them to discuss in group.

c. Observing

In the second cycle, students showed their enthusiasm and happiness too. Students paid attention for teacher explanation, there were two students asked the teacher related to the procedures of playing Make a Match model. When students discussed in group, they showed their cooperation each other. In this case, teacher gave permission for them to look up dictionary for about 3 minutes. Then for about 15 minutes they played Make a Match model. From the observation, when they played Make a Match model, the problem was found that some students still confused in creating nominal sentence. After they got little explanation from teacher, finally they understood. Any way all of students could join with their group well, and they could cooperation each other.

After playing Make a Match model, the teacher gave multiple choice to get the students' score in simple past tense. It was content of 20 multiple choices. This cycle was followed 47 students. The teacher gave 25 minutes for students to do test. There were some students did not discipline in doing the test. They tried to look up dictionary. Then teacher forbade them looking up the dictionary and asked them to be honest and confident by themselves.

d. Reflecting

Then researcher and English teacher 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, the students' improvement on understanding simple past tense 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 simple past tense. The teacher and researcher decided to stop in this cycle, teacher and researcher concluded that students understood on simple past tense more significantly after being given treatment using Make a Match model since the first cycle until the second cycle.

B. **The Students' Improvement of Understanding on Simple Past Tense After Being Make a Match Model.**

1. Students' Score of The Preliminary test

   After conducting test, the researcher gave score. The correct answer got score 1 and wrong answer got 0 score. The maximum score was 20. Then, after finding the result of the students' test score, the researcher analyzed the score by using percentage of scoring as follow:

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

   Then the researcher used five letters: A, B, C, D and E to classify the marks of

student's score level as presented on the tabel below.

Table. 4.1

The student's English mark can be seen in

the table below:

No.	Students' code	Score	Percentage	Letter score	Category
1.	A- 1	50	50%	D	Less
2.	A- 2	80	80%	B	Good
3.	A- 3	60	60%	C	Fair
4.	A- 4	70	70%	B	Good
5.	A- 5	70	70%	B	Good
6.	A- 6	50	50%	D	Less
7.	A- 7	75	75%	B	Good
8.	A- 8	55	55%	D	Less
9.	A- 9	65	65%	C	Fair
10.	A- 10	70	70%	B	Good
11.	A- 11	65	65%	C	Fair
12.	A- 12	50	50%	D	Less
13.	A- 13	70	70%	B	Good
14.	A- 14	65	65%	C	Fair
15.	A- 15	70	70%	B	Good
16.	A- 16	80	80%	B	Good

17.	A- 17	80	80%	B	Good
18.	A- 18	85	85%	B	Good
19.	A- 19	70	70%	B	Good
20.	A- 20	50	50%	D	Less
21.	A- 21	55	55%	D	Less
22.	A- 22	65	65%	C	Fair
23.	A- 23	75	75%	B	Good
24.	A- 24	75	75%	B	Good
25.	A- 25	65	65%	C	Fair
26.	A- 26	70	70%	B	Good
27.	A-27	40	40%	E	poor
28.	A- 28	75	75%	B	Good
29.	A- 29	80	80%	B	Good
30.	A- 30	70	70%	B	Good
31.	A- 31	50	50%	D	Less
32.	A- 32	80	80%	B	Good
33.	A- 33	75	75%	B	Good
34.	A- 34	65	65%	C	Fair
35.	A- 35	70	70%	B	Good
36.	A- 36	70	70%	B	Good
37.	A- 37	55	55%	D	Less
38.	A- 38	75	75%	B	Good
39.	A- 39	65	65%	C	Fair
40.	A- 40	50	50%	D	Less

41.	A- 41	65	65%	C	Fair
42.	A- 42	75	75%	B	Good
43.	A- 43	70	70%	B	Good
44.	A- 44	75	75%	B	Good
45.	A- 45	65	65%	C	Fair
46.	A- 46	75	75%	B	Good
47.	A- 47	65	65%	C	Fair
Total Score		3145			
Mean		66,9			

The calculation result shows that the average of students' test result of preliminary cycle was 6,67. The highest score was 85 and the lowest score was 40. From the result above, the mean of students in comprehend of simple past tense was low. The result of the average score was 6,67. This score was still low from the minimum standard score (KKM), it was 7,50. After giving the test, the researcher intended to use Make a Match to the next activity to make students interest and enjoy the learning process.

2. Students' Score of the First Cycle

Fist cycle discusses about verbal and nominal sentences, dividing the team was based on line according to agreement. It is not problem for them. In the test, the score is enough. It means some were high and some other was low. Teaching and learning process apparently not effective yet. It could be seen from a part of students which had been formed still having joke and not paying attention to the material given by the teacher. The result of test in every cycle was better than pre test. It was because some of the students have understood the material. But the students made many errors in choosing the correct answer. Students still did not understand the verb I of verb II and the usage of "did" of simple past tense. The test result of the first cycle can be seen in the table below:

Table. 4.2

The student's English mark can be seen in

the table below:

No.	Students' code	Score	Percentage	Letter score	Category
1.	A- 1	60	60%	C	Fair
2.	A- 2	100	100%	A	Excellent
3.	A- 3	65	65%	C	Fair
4.	A- 4	75	75%	B	Good
5.	A- 5	70	70%	B	Good
6.	A- 6	60	60%	C	Fair
7.	A- 7	80	80%	B	Good
8.	A- 8	55	55%	D	Less
9.	A- 9	75	75%	B	Good
10.	A- 10	85	85%	B	Good
11.	A- 11	80	80%	B	Good
12.	A- 12	50	50%	D	Less
13.	A- 13	75	75%	B	Good
14.	A- 14	75	75%	B	Good
15.	A- 15	80	80%	B	Good
16.	A- 16	90	90%	A	Excellent
17.	A- 17	95	95%	A	Excellent
18.	A- 18	100	100%	A	Excellent

19.	A- 19	75	75%	B	Good
20.	A- 20	50	50%	D	Less
21.	A- 21	65	65%	C	Fair
22.	A- 22	75	75%	B	Good
23.	A- 23	85	85%	B	Good
24.	A- 24	80	80%	B	Good
25.	A- 25	70	70%	B	Good
26.	A- 26	75	75%	B	Good
27.	A-27	40	40%	E	Poor
28.	A- 28	75	75%	B	Good
29.	A- 29	80	80%	B	Good
30.	A- 30	75	75%	B	Good
31.	A- 31	35	35%	E	Poor
32.	A- 32	80	80%	B	Good
33.	A- 33	75	75%	B	Good
34.	A- 34	65	65%	C	Fair
35.	A- 35	75	75%	B	Good
36.	A- 36	75	75%	B	Good
37.	A- 37	55	55%	D	Less
38.	A- 38	80	80%	B	Good
39.	A- 39	55	55%	D	Less
40.	A- 40	60	60%	C	Fair
41.	A- 41	70	70%	B	Good
42.	A- 42	85	85%	B	Good

43.	A- 43	70	70%	B	Good
44.	A- 44	75	75%	B	Good
45.	A- 45	65	65%	C	Fair
46.	A- 46	75	75%	B	Good
47.	A- 47	65	65%	C	Fair
Total score		3375			
Mean		7,18			

3. Students' Score of the Second Cycle

In the second cycle, the teacher discussed about nominal and verbal sentence like meeting before. Score of the test was good. It was because students were more ready than before or in the first cycle. Teaching and learning process ran more effectively. Each member of the team was getting closer one another and able to cooperate well. When test is given, many students compete to give the answer.. Teaching and learning process in cycle II was better than the first. It was also seen from the test result which was improving compared with cycle I. The

test result of the first cycle can be seen in

the table below:

Table. 4.3

The student's English mark can be seen in

the table below:

No.	Students' code	Score	Percentage	Letter score	Category
1.	A- 1	75	75%	B	Good
2.	A- 2	100	100%	A	Excellent
3.	A- 3	75	75%	B	Good
4.	A- 4	80	80%	B	Good
5.	A- 5	85	85%	B	Good
6.	A- 6	75	75%	B	Good
7.	A- 7	80	80%	B	Good
8.	A- 8	75	75%	B	Good
9.	A- 9	75	75%	B	Good
10.	A- 10	90	90%	A	Excellent
11.	A- 11	85	85%	B	Good
12.	A- 12	70	70%	B	Good
13.	A- 13	80	80%	B	Good
14.	A- 14	85	85%	B	Good
15.	A- 15	80	80%	B	Good
16.	A- 16	90	90%	A	Excellent

17.	A- 17	100	100%	A	Excellent
18.	A- 18	100	100%	A	Excellent
19.	A- 19	75	75%	B	Good
20.	A- 20	65	65%	C	Fair
21.	A- 21	75	75%	B	Good
22.	A- 22	80	80%	B	Good
23.	A- 23	90	90%	A	Excellent
24.	A- 24	90	90%	A	Excellent
25.	A- 25	75	75%	B	Good
26.	A- 26	75	75%	B	Good
27.	A-27	65	65%	C	Fair
28.	A- 28	80	80%	B	Good
29.	A- 29	85	85%	B	Good
30.	A- 30	90	90%	A	Excellent
31.	A- 31	65	65%	C	Fair
32.	A- 32	90	90%	A	Excellent
33.	A- 33	85	85%	B	Good
34.	A- 34	75	75%	B	Good
35.	A- 35	80	80%	B	Good
36.	A- 36	85	85%	B	Good
37.	A- 37	75	75%	B	Good
38.	A- 38	95	95%	A	Excellent
39.	A- 39	75	75%	B	Good
40.	A- 40	80	80%	B	Good

No.	Code	Score	%		
41.	A- 41	75	75%	B	Good
42.	A- 42	95	95%	A	Excellent
43.	A- 43	85	85%	B	Good
44.	A- 44	85	85%	B	Good
45.	A- 45	75	75%	B	Good
46.	A- 46	75	75%	B	Good
47.	A- 47	75	75%	B	Good
Total of score		3815			
Mean		8,11			

4. The Result of Observation

Based on the observation from teacher and researcher, in cycle I Students who pay attention on the teacher's explanation were 35 students. But after good approach, it increased to be 47 in cycle II. In cycle I, coordination among students in one team was only 25 students. In cycle II it increased to be 33 students. Teacher's role in giving reinforcement and reward could improve students' engagement in answering the question. Students who participated in answering the question increased become

25 students. Material comprehension was very important for the teacher so that he didn't waste much time opening the book over and over again. The way to deliver the material was expected to be clear and easy to understand. Giving question could stimulate students' mind set. Giving grammar game, method or model in the teaching and learning process motivated the students not to be bored with the material given. The data obtained from the observation was processed to support the primary data needed to complete the study. To get further information about the observation result, the researcher presented the data obtained from the information in the table as follow:

Table 4.4

The result of observation

Object of observation	Cycle I	Cycle II
Students pay attention to the teacher's explanation	85%	95%

Students are active to ask the teacher	65%	75%
Students are discussed engaged in group	50%	80%
Students ask the difficult vocabularies	45%	55%
Students answer of question from teacher	55%	65%
The students are enthusiastic in doing the test	95%	100%

C. The Result of Test

The result of the test, which was conducted 3 times consist of pretest and test in each cycle, used as comparative data was basically improving. The result of pre-test is 6,69%, in cycle I 7,18% and cycle II 8,11%. Based on the result, it could be concluded that the success of students' learning could be reached. The mean of students' score from

pre-test until second cycle could be seen in
the table bellow:

Table 4.5

No.	Students' code	Pre cycle	Cycle I	Cycle II
1.	A- 1	50	60	75
2.	A- 2	80	100	100
3.	A- 3	60	65	75
4.	A- 4	70	75	80
5.	A- 5	70	70	85
6.	A- 6	50	60	75
7.	A- 7	75	80	80
8.	A- 8	55	55	75
9.	A- 9	65	75	75
10.	A- 10	70	85	90
11.	A- 11	65	80	85
12.	A- 12	50	50	70
13.	A- 13	70	75	80
14.	A- 14	65	75	85
15.	A- 15	70	80	80
16.	A- 16	80	90	90
17.	A- 17	80	95	100
18.	A- 18	85	100	100

19.	A- 19	70	75	75
20.	A- 20	50	50	65
21.	A- 21	55	65	75
22.	A- 22	65	75	80
23.	A- 23	75	85	90
24.	A- 24	75	80	90
25.	A- 25	65	70	75
26.	A- 26	70	75	75
27.	A-27	40	40	65
28.	A- 28	75	75	80
29.	A- 29	80	80	85
30.	A- 30	70	75	90
31.	A- 31	50	35	65
32.	A- 32	80	80	90
33.	A- 33	75	75	85
34.	A- 34	65	65	75
35.	A- 35	70	75	80
36.	A- 36	70	75	85
37.	A- 37	55	55	75
38.	A- 38	75	80	95
39.	A- 39	65	55	75
40.	A- 40	50	60	80
41.	A- 41	65	70	75
42.	A- 42		85	95

		75		
43.	A- 43	70	70	85
44.	A- 44	75	75	85
45.	A- 45	65	65	75
46.	A- 46	75	75	75
47.	A- 47	65	65	75
Score		3145	3375	3815
		66,9	7,18	8,11

The use of Make a Match could improve the students' achievement in simple past tense. It could be seen from the diagram above. So, this classroom action research of the use Make a Match in teaching simple past tense at MA Yataba Alasdowo was success. The success could be reached because the involvement from teacher and the approach to the students to ask the difficult question in doing the task. Teachers' creativity in grammar game also giving the reward made the students enjoy, ready, and had more experience in process of teaching and learning so the result of the study was better.