# USING SNAP TO IMPROVE STUDENTS' UNDERSTANDING ON TAG QUESTIONS

(A Classroom Action Research at the 9<sup>th</sup> Grade of SMP Negeri 31 Semarang in the Academic Year 2010/2011)

#### **A Final Project**

Submitted in Partial Fulfillment of the Requirement for the Degree of Bachelor of Islamic Education in English Language Education



By: NOR FATIMAH ZAHRO 063411029

ENGLISH EDUCATION DEPARTMENT PROGRAM OF
TARBIYAH FACULTY
WALISONGO STATE INSTITUTE FOR ISLAMIC STUDIES
SEMARANG

2010

#### ADVISOR APPROVAL

#### Matter: A Final Project Manuscript Approval

Asslamu'aliakum Wr.Wb

After reading and revising, we as advisors declare that the final project of:

Name : Nor Fatimah Zahro

Students Number : 63411029

Faculty/Mayor : Tarbiyah/ English Departement

Title : Using Snap to Improve Students'

Understanding on Tag Questions (A Classroom Action Research at the Ninth Grade of SMP Negeri 31 Semarang in the academic year of

2010 / 2011)

is approved. Therefore, we appeal in order to examine it as soon as possible. We thank you for your attention.

Wassalmu'alaikum Wr. Wb.

Advisor

Advisor, II

M. Nafi Annury, M.Pd

NIP.19780719 200501 1 007

Drs. Ikhrom, M.\Ag \NIP.19650329 199403 1 002

## KEMENTERIAN AGAMA INSTITUT AGAMA ISLAM NEGERI WALISONGO FAKULTAS TARBIYAH

Ji. rrof. Dr. Hamka Kampus II Ngaliyan Telp. 7601295 Semarang 50185

#### **RATIFICATION**

Name : Nor Fatimah Zahro

Students number : 63411029

Title : Using Snap to Improve Students' Understanding on Tag

Questions (A Classroom Action Research at the Ninth Grade of SMP Negeri 31 Semarang in the academic year

of 2010 / 2011)

Had been ratified by the team of final project examiner of education faculty of Walisongo State institute for islamic Studies Semarang on:

Day:

Date:

The team of examiner

Drs. H. Fatah Syukur, M. Ag NIP. 19681212 199403 1 003 Examiner I

Dra. Hj. Siti Mariam, M. Pd NIP. 19650727 199203 2 002

Advisor I

M. Nafi Annury, M.Pd NIP.19780719 200501 1 007 Secretary

Daviq Rizal, M. Pd

NIP. 19771025 200701 1 015

**Examiner II** 

Drg. H. Raharjo, M. Ed, St

NÍP. 19651123 199103 1 003

Advisor,II

Drs. Ikhrom, M.\Ag

NIP.19650329 199403 1 002

#### A FINAL PROJECT STATEMENT

I certify that this final project is definitely my own work. I am completely responsible for the content of this final project. Other writer's opinions or finding included in the final project are quoted or cited in accordance with ethical standards.

Semarang, December 2010

The Researcher,

Nor Fatimah Zahro NIM.63411029

### **MOTTO**

"...and to every action there is always an equal and opposite or contrary, reaction..."

~ Isaac Newton, 1643-1727<sup>1</sup>

<sup>&</sup>lt;sup>1</sup> Andrea Hirata, *Laskar Pelangi*,(Bandung:PT. Bentang Pustaka)22<sup>nd</sup> Ed., p.1

#### **DEDICATION**

The final project is dedicated to:

- ❖ My beloved mother Hj. Latifah who always love me so much and my father H. masykuri who makes me strong. I love you so much
- ❖ My beloved sisters and brothers thanks for help and support
- My big family, my grandmother, my aunts, my uncles who always give me motivation and support
- ❖ My close friend Deny K. who always accompany me and support me
- ❖ My best friends: Ulya "momon", Intan, Muhim, Ijan thanks for the beautiful moment

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Shalawat and salam are always offered to the Prophet Muhammad SAW the most beloved Prophet of Allah, his relatives and companions.

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Finally, the researcher expects that this final project may be helpful for all. Amin.

Semarang, Desember 2010 The researcher,

> Nor Fatimah Zahro NIM.63411029

#### **ABSTRACT**

Nor Fatimah Zahro (63411045) "Using Snap to Improve Students' Understanding on Tag Questions", (A Classroom Action Research at the Nine Grade of SMP Negeri 31 Semarang in the Academic Year 2010/2011). Final project, Semarang: Bachelor Program of English Language Education of State Institute for Islamic Studies Walisongo Semarang, 2010.

Teaching grammar is not easy task. It depends on students' ability in absorbing the knowledge, but also teacher's creativity in presenting the lesson. It is a big challenge the teacher to make the classroom interesting and enjoyable. Moreover English is not their mother tongue. So the teacher must try to give a good model for them, and then encourage them to practice the language.

The objectives of this study were to describe the implementation of using snap game to improve students' understanding on tag questions. The writer was focused on tag questions because it included in grammar. The writer used snap game as one of way which familiar with our life and most of students are interest it. Based on the problems above, this research was done to answer the following questions: (1) How does the implementation of snap improve students' understanding on tag questions? (2) How is the improvement of students' understanding on tag questions using snap game? The purposes are: (1) to describe the implementation of snap to improve students' understanding on tag questions (2) To identify the improvement of students' understanding on tag questions using snap game.

This study is classroom action research that was done in four cycles. The writer used test and observation checklist to collect data. To analyze the data, descriptive quantitative analysis was used; it is to present the result of study in the form of descriptive explanation. Statistic analysis was used to analyze the data about the improvement of students' understanding on tag questions.

Result of the study shows that by using snap game in teaching tag questions at the ninth grade of SMP Negeri 31 Semarang in the academic year of 2010/2011 can improve students' understanding. This successfulness can be seen from the result of students' average score and good responses by students. The result after getting all of the treatment using snap game, the students' average score increased in line with the increase of students' achievement in each cycle. Students' average score from the pre cycle was 5.13, first cycle was 6.06, second cycle was 7.15, and third cycle was 7.31.

The result of this study is expected to be information for English teachers in teaching grammar.

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