

**AN UNDERGRADUATE THESIS**

**THE USE OF MATCH GAME TO IMPROVE THE  
STUDENTS' SPEAKING PERFORMANCE AT THE TENTH  
GRADE OF SENIOR HIGH SCHOOL MUHAMMADIYAH 1  
METRO IN THE ACADEMIC YEAR OF 2018/2019**

**Written By:**

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English Education Department**



**STATE INSTITUTE FOR ISLAMIC STUDIES**

**METRO**

**1440 H/2019 M**

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STUDENTS' SPEAKING PERFORMANCE AT THE TENTH  
GRADE OF SENIOR HIGH SCHOOL MUHAMMADIYAH 1  
METRO IN THE ACADEMIC YEAR OF 2018/2019**

Presented as a Partial Fulfillment of the Requirements  
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in English Education Department

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1440 H/2019 M**

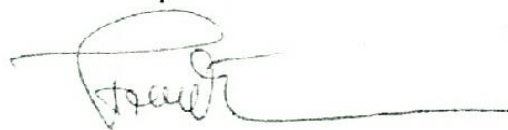
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Title : THE USE OF MATCH GAME TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 METRO IN ACADEMIC YEAR 2018/2019  
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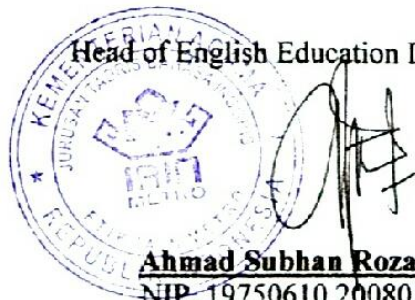
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*Assalamu'alaikum Wr. Wb.*

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It has been agreed so it can be continued to the Tarbiyah Faculty in order to be discussed on the Munaqosyah. Thank you very much.

*Wassalamu'alaikum Wr. Wb.*

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Sudah kami setujui dan dapat dimunaqosyahkan. Demikian harapan kami dan atas perhatiannya kami ucapkan terimakasih.

*Wassalamu'alaikum Wr. Wb.*

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**RATIFICATION PAGE**

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An Undergraduate thesis entitled: THE USE OF MATCH GAME TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MUHAMMADIYAH I METRO IN THE ACADEMIC YEAR 2018/2019, written by DWI PUTRI ABADI, student number 14121257, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teaching Training Faculty on Thursday, 25<sup>th</sup> 2019 at 08.00 – 10.00 p.m.

**BOARD OF EXAMINERS:**

- Chairperson : Drs. Kuryani, M.Pd  
Examiner I : Ahmad Subhan Roza, M.Pd  
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The Dean of Tarbiyah and Teaching Training Faculty,



**Dr. Akla, M.Pd**

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## **ABSTRAK**

### **PENGUNAAN MATCH GAME (PERMAINAN MENCOCOKKAN) UNTUK MENINGKATKAN KEMAMPUAN BERBICARA SISWA KELAS X SMA MUHAMMADIYAH 1 METRO TAHUN AJARAN 2018/2019**

By:

**DWI PUTRI ABADI**

Tujuan utama penelitian ini adalah untuk mengkaji kemampuan berbicara siswa SMA Muhammadiyah 1 Metro dan untuk mengetahui sejauh mana permainan mencocokkan sebagai media dalam pembelajaran dapat membantu proses dalam menyampaikan materi. Peneliti mencoba untuk membuktikan bahwa permainan mencocokkan dapat menjadi salah satu aktifitas pembelajaran untuk meningkatkan kemampuan berbicara siswa.

Penelitian ini dilaksanakan di SMA Muhammadiyah 1 Metro. Penelitian ini adalah penelitian tindakan kelas, terdiri dalam dua siklus. Setiap siklus terdiri dari rencana, tindakan, pengamatan, dan pengayaan. Pada penelitian ini, sampel kelas X IPA 3 dengan jumlah 27 siswa.

Hasil dari penelitian ini menunjukkan bahwa penggunaan media dalam pembelajaran dapat meningkatkan aktifitas pengajaran dalam berbicara. Hal ini dibuktikan oleh hasil nilai persentase dari pre-test dan post-test yang menunjukkan bahwa adanya peningkatan nilai. Hasil nilai persentase dari pre-test adalah 19 %, hasil dari post-test 1 adalah 26 %, dan hasil dari post-test 2 adalah 81 %. Peneliti menyimpulkan bahwa terdapat peningkatan yang signifikan dengan menggunakan match-game sebagai media pada kemampuan berbicara siswa di kelas X IPA 3 SMA Muhammadiyah 1 Metro.

## **ABSTRACT**

### **THE USE OF MATCH GAME TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2018/2019**

By:

**DWI PUTRI ABADI**

The main purpose of this research is to investigate the students' speaking performance of Senior High School Muhammadiyah 1 Metro and to know what expend the match game as the media could help the students' in the learning process. The researcher tries to attest that match game can be one of the teaching activities to improve the students' speaking performance.

The research was conducted at the Senior High School Muhammadiyah 1 Metro. This research used classroom action research (CAR), in this research divides into two cycle. Each cycle consist of planning, acting, observing, and reflecting. The researcher took the sample of research in the X IPA 3 class which consists of 27 students.

The results of this research are that the use of media in learning can improve teaching activities in speaking. It is proofed by the percentage of score in pre-test and post-test. At the pre-test is 19 %, at the post-test I is 26 %, and at the post test II is 81 %. The researcher concluded there was significant improved of match game as the media in speaking performance at the tenth grade of Senior High School Muhammadiyah 1 Metro.



## STATEMENT OF RESEARCH ORIGINALITY

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Study Program : English Education Study Program (TBI)

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States that this undergraduate thesis is originally the result of the writer's research, in exception of certain parts which are excepted from the bibliography mentioned.



Metro, April 2019

The writer

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Menyatakan bahwa skripsi ini secara keseluruhan adalah asli hasil penelitian penulis, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan disebutkan dalam daftar pustaka.

Metro, April 2019  
Penulis



  
**Dwi Putri Abadi**  
NPM 14121257

## MOTTO

يَا أَيُّهَا الَّذِينَ ءَامَنُوا أَصْبِرُوا وَصَابِرُوا وَرَابِطُوا وَاتَّقُوا اللَّهَ لَعَلَّكُمْ تُفْلِحُونَ (٢٠٠)

*O you who have believed, persevere and endure and remain stationed and fear Allah that  
you may be successful (QS. Al Imraan : 200)*

## **DEDICATION PAGE**

This undergraduate thesis would highly be dedicated to:

1. Allah SWT, the Most Gracious, the Most Merciful, who has taught us with pen and has taught human being of what they do not know.
2. My beloved parents, Rohmat ALM and R. Trikora Iriani, who always give me support and guidance to be successful in my study, thank you very much for your endless love. I love you are spirit in my life.
3. My beloved sister and brother, thanks for your motivation and attention.
4. My guided lectures, Drs. Kuryani, M.Pd, and Trisna Dinillah Harya, M.Pd.
5. All of my friends who have given me support to finish this undergraduate thesis.
6. My grateful Almamater State Islamic Institute of Metro (IAIN Metro).

## ACKNOWLEDGEMENT

In the name of Allah, the Most Gracious, the Most Merciful. Praise is only to Allah SWT, the Lord of the worlds whom without His Mercy and Blessings, none of these would be possible. Thanks also to our idol of life, the man of perfection, Prophet Muhammad SAW, his families and companions. Finally the researcher can accomplish this undergraduate thesis entitles **“THE USE OF MATCH GAME TO IMPROVE THE STUDENTS’ SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO”**.

In ther occasion, the researcher would like to express her greatest appreciation, honor and gratitude to her beloved parents (Rohmat ALM and R. Trikora Iriani), the first for her mother who always gave valuable supports and moral encouragement and the second for her father, who hopefully was always protected by Allah, both of which motivated researchers to finish this research.

The researcher also would like to express her deepest gratitude to her sponsor and co-sponsor, Drs. Kuryani, M.Pd and Trisna Dinillah Harya, M.Pd, for their advice, guidance, correction, and suggestion in finishing ther undergraduate thesis. Her gratitude also goes to:

1. Prof. Dr. Enizar, M.Ag, the Rector of State Institute for Islamic Studies of Metro (IAIN Metro).
2. Dr. Akla, M.Pd, the Dean of Tarbiyah and Teacher Training Faculty.
3. Ahmad Subhan Roza, M.Pd, the Head of English Education Department.
4. Her academic advisor, Drs. Mahrus As’ad, M.Ag, for her advice, guidance, suggestion, and support.
5. All lecturers of English Education Department who have taught and educated the researcher during her study at IAIN Metro.
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7. All teachers and staff of Senior High School Muhammadiyah 1 Metro. Especially, Ngaderi, S.Pd, the English teacher of Tenth IPA 3 Senior High School Muhammadiyah 1 Metro.
8. Her beloved brothers and Sister who support the researcher to finish their undergraduate thesis.
9. Her beloved friends in TBI 14, for giving cares and supports.
10. Any other person who cannot be mentioned one by one for their contribution to the researcher during finishing her undergraduate thesis. The words are not enough to say any appreciation for their help.

The researcher do apologizes for all mistakes she has made in writing and presentation items. All constructive comments and suggestions are very welcomed to measure the quality of their undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, April 2019  
The Writer,



Dwi Putri Abadi  
St. Number: 14121257

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## CHAPTER I

### INTRODUCTION

#### A. Background of Study

Among the big number of languages in the world, English has been recognized as an International language. In Indonesia itself, English is known as a foreign language. It is an important language and must be learn in Indonesia. The goal of learning English because English is generally used as a medium of communication around the world.

In the world of education in Indonesia, English is considered as a conductor that has 4 skills namely listening, speaking, reading, and writing. Speaking is an ability to communicate share, and convey ideas, feeling, informations, and so on. The importance of speaking ability is someone can communicate well and be easily understood and accepted by the listener. Speaking is also a skill that belongs to every individual. Without the skills of speaking, humans cannot convey an opinion, give information and communicate. Moreover, through speaking people would know easily the feeling and emotion of the other people. Therefore, speaking becomes a very important need for human beings. English is also one of the compulsory subjects in education from junior high school to university. Some problems arise in learning English, one of them at the upper secondary level is in Senior High School Muhammadiyah 1 Metro.

The researcher found many students' have problems in Senior High School of Muhammadiyah 1 Metro such as low vocabulary, low interest or motivation in learning and the use of less attractive strategy. The learning activities should be fun, teachers should be able to deliver material by using methods or strategy which interest the students, because it makes learning activities become more enjoyable and easy to understand.

Based on the explanation above, researcher conducted a pra-survey at Senior High School of Muhammadiyah 1 Metro on March 29<sup>th</sup>, 2018. researcher found some student problems related to English, especially in speaking. Some students still worry when appointed to answer teacher questions, they always avoid, give a long response, and even silent. This is because students are lacking in vocabulary mastery, students feel embarrassed and insecure because of low pronunciation levels, students assumed that speaking English is very difficult, and lack motivation in learning English.

Acknowledging many obstacles in learning English, especially on speaking performance, researcher helps student's solve problems that occur. It can be concluded that some students are quite capable in terms of speaking, while some students fall into the low category. Therefore, the researcher want to conduct a research entitled "The Use of Match Game To Improve The Students Speaking Performance at The Tenth Grade of

Senior High School of Muhammadiyah 1 Metro in The Academic Year of 2018/2019”

Based on the pre-survey process, the results of daily speech performance evaluations in class 10 IPA 3 are shown in the table below:

**Table 1**  
**Pre Survey Data of Students Speaking Performance at The Tenth Grade of Senior High School of Muhammadiyah 1 Metro.**

No	Grade	Explanation	Frequency	Percentages
1.	$\geq 75$	Passed	8	29 %
2.	$< 75$	Failed	19	71 %
<b>Total</b>			<b>27</b>	<b>100 %</b>

Data Resources : The students' score of Senior High School of Muhammadiyah 1 Metro, taken on March 29<sup>th</sup>, 2018

The table above provides information on student learning outcomes with Standard Minimum Requirement (SMR) is 75. A total of 29% were categorized as achieving mastery learning and 71% were incomplete. It can be seen that the level of speaking performance that is in tenth grade IPA 3 Senior High School of Muhammadiyah 1 Metro is still very low. With regard to issues related to speaking as described above, the researcher wants to solve the problems that occur in the tenth grade IPA 3 Senior High School of Muhammadiyah 1 Metro. One solution or way that can be done to solve problems in the learning process is to utilize or applying the “Match Game”.



**B. Problem Identification**

1. The students worry when asked to answer teacher questions.
2. The students have lack vocabulary mastery.
3. The students unconfident to practice speaking performance..
4. The students assumed that speaking is difficult.
5. The students speaking performance is still low.

**C. Limitation of The Problem**

Based on the problem identification, the researcher focused on the students speaking performance is still low. So that, the researcher would conduct the research under the title : "The Use of Match Game To Improve The Students Speaking Performance at The Tenth Grade of Senior High School of Muhammadiyah 1 Metro In The Academic Year of 2018/2019".

**D. Problem Formulation**

Based on the problem limitation in above, the researcher formulates the problem as follows:

“Can the use of Match Game improve the students speaking performance and their learning activities at the tenth grade of Senior High School of Muhammadiyah 1 Metro in the academic year of 2018/2019?”.

## **E. The Objective and Benefit of Study**

### 1. Objective of Study

The purpose of this research is to improve the students' speaking performance at the tenth grade of Senior High School of Muhammadiyah 1 Metro by using Match Game.

### 2. Benefit of The Study

#### a. For the Students

As a motivation to improve their speaking performance and their learning activities.

#### b. For the English Teacher

Teachers can use the match game as a strategy in learning process and to improve the teacher's professional behavior in the classroom.

#### c. For Headmaster

This research can be improve and make the students more excite in English learning.

## CHAPTER II

### THEORETICAL REVIEW

#### A. Concept of Speaking Performance

##### 1. The Concept of Speaking

###### a. Definition of Speaking

According to David Nunan speaking is the only important aspect that can be used in the second language and the foreign language, and success can be measured in terms of the ability to carry out a communication in the language.<sup>1</sup>

According to Lucy Pollard, speaking is the most difficult aspects to be mastered by students. in speaking we considers everything that is involved: ideas, language, how to use grammar and vocabulary, pronunciation and also listen and interact with people we communicate with. Any learner of a foreign language can confirm how difficult speaking is.<sup>2</sup>

According to Gert and Hans, speaking is a statement of speech with the intention of having the intention to be recognized by the speaker and the speaker can process the statement to recognize their intent.<sup>3</sup> It means that when someone interacts with other by using a language as a mean, certainly, they want to convey

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<sup>1</sup> David Nunan, *Language Teaching Mediaology*. (Prentice Hall Oxford University Press: New York). P. 39

<sup>2</sup> Lucy Pollard, *Lucy Pollard's Guide To Teaching English*,(London: University of London, 2008). P. 33

<sup>3</sup> Rickheit Gert and Strohner Hans. *Handbook of Communication Competence*. (Germany: Walter de Gruyter GmbH & Co, 2008). P. 207

something important, for example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other without having any purposes.

According to Sandra Combleet, speaking is activity that speaker first of all has to produce sound by controlling the various aspects of the human anatomy and physiology involved in speech production.<sup>4</sup>

Based on the explanation above, it can be concluded that speaking is a very important aspect and most difficult, considering some things such as ideas, language, the use of grammar, pronunciation, and also listening and interacting. it is so that the other person can understand or recognize the purpose of the thing we are talking about.

#### **b. Teaching Speaking**

According to Rivers in Nunan, teaching speaking needs two processes they are forging an instrument and giving the students practice in its use.<sup>5</sup> Furher, it explains that the first level of activity, the forging of the instrument, the aim of the teacher is present students with a functioning language system which becomes more and more sophisticated in its operation, and to give students well designed practice, so that when they wish to express

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<sup>4</sup> Sandra Combleet and Ronald Carter, *The language of Speech and Writing*. (London and New York: New Routladge, 2011). P.17

<sup>5</sup> David Nunan, *Language Teaching Metodology*, ( Sydney: Macquire University, 1999). P.190-192

something in the new language they can concentrate on what they want to say rather than on the details of how to say it acceptably.<sup>6</sup> At this level activity, the students are required to do much practice in the obligatory associations of the new language lexical item, morphological and syntactical patterns, sentence type.<sup>7</sup> While in the second level of the activity, such practice can be built into a competitive activity or a game, students would repeat the activity a number of times much more willingly.<sup>8</sup>

Brown stated that, in teaching oral communication, teachers need to show the details of how to convey and negotiate the ever elusive meaning of language.<sup>9</sup> Those are micro skills of oral communication.

- 1) Produce chunks of language of different length.
- 2) Orally produce differences among the English phonemes and allophonic variants.
- 3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonational contours.
- 4) Produce reduced forms of words and phrases.
- 5) Use an adequate number of lexical units (words) in order to accomplish pragmatic purposes.

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<sup>6</sup> Ibid p. 191

<sup>7</sup> Ibid.,p.190

<sup>8</sup> Ibid., p.192

<sup>9</sup> Brown, H.D. *Teaching by Principles : An Interactive Approach to Language Pedagogy*. (San Francisco: Addison Wesley Longman, Inc. 2001), p. 271-272

- 6) Produce fluent speech at different rates of delivery.
- 7) Monitor the oral production and use various strategic devices- pause, fillers, self-corrections, backtracking- to enhance the clarity of the message.
- 8) Use grammatical word classes( nouns, verbs, ect.) systems( e.g., tense, agreement, pluralization,) word order, patterns, rules, and elliptical forms.
- 9) Produce speech in natural constituents- in appropriate phrases, pause groups, breath groups, and sentences.
- 10) Express a particular meaning in different grammatical forms.
- 11) Use cohesive devices in spoken discourse.
- 12) Accomplish appropriately communicative functions according to situations, participants, and goals.
- 13) Use appropriate registers, implicature, pragmatic conventions, and other sociolinguistic features in face-to-face conversations.
- 14) Convey links and connections between events and communicate such relations as main idea, supporting idea, new information, generalization, and exemplification.
- 15) Use facial features, kinesics, body language, and other nonverbal cues along with verbal language to convey meanings.

16) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

According to Harmer, it can sometimes be easy to get students to speak in the classroom if the atmosphere of the class is good such as students who get on with each other and whose English is in an appropriate level<sup>10</sup>. However, he added that it would difficult for the teacher to make the students to speak if they are reluctant to speak, the topic chosen is not appropriate, the organization of teaching plan is at fault, and if there is an unpredicted event happened. Therefore, the roles of the teacher and the techniques the teacher used essential.

### **c. Principles for Designing Speaking Techniques**

Brown states that, suggestion for some principles for designing speaking techniques, as follows :

- 1) Use techniques that cover spectrum of learner needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
- 2) Provide intrinsically motivating techniques.

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<sup>10</sup> Harmer , J. *How to Teach English* . (Cambridge : Longman-ELT. 2007), Third Edition, p.345

- 3) Encourage the use of authentic language in meaningful contexts.
- 4) Provide appropriate feedback and correction.
- 5) Capitalize on the natural link between speaking and listening
- 6) Give students opportunities to initiate oral communication
- 7) Encourage the development of speaking strategies.<sup>11</sup>

#### **d. Criteria of Good Speaking**

Speaking is not simply expressing something orally. However, the students need to acquire some speaking aspects to have a good speaking skill. According to Brown, those aspects are pronunciation, fluency, vocabulary, and accuracy.<sup>12</sup>

##### **1) Pronunciation**

Pronunciation is the way certain sound or sounds are produced. It covers the way for speakers to produce clear language when they speak. To make a successful communication happens, the speakers need to be able to deliver clear message for listeners. In speaking, teaching pronunciation including stress, rhythm, and intonation is very important.

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<sup>11</sup> Brown H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*. (San Francisco: Addison Wesley Longman, Inc. 2001), p.275-276

<sup>12</sup> *Ibid.*, p.168



## 2) Fluency

According to Thornbury, fluency is simply the ability to speak fast.<sup>13</sup> It means that fluent speaker should be able to speak fast.

## 3) Vocabulary

Vocabulary is a set lexemes, consisting single word, compound words, and idioms that are typically used when talking something. To be able to speak fluently and accurately, speaker of foreign language should master enough vocabulary and has capability to use it accurately.

## 4) Accuracy

Accuracy is an ability to produce sentences or utterance with correct grammar. The speakers need to follow the rules of the language such as grammar and structure to be able to speak accurately.

## 2. Concept of Speaking Performance

### a. Definition of Speaking Performance

According to Richard, that speaking performance is a mode of language use, a way of speaking.<sup>14</sup> On the other hand, Nunan said, if language were totally predictable communication would be

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<sup>13</sup> Scott Thornbury, *How to Teach Speaking*, (England: Longman, 2002), p.6

<sup>14</sup> Richard Bauman, *Verbal Art As Performance*, (United American: Wavelan Press, 1997), p.11

unnecessary but if language were totally unpredictable, communication could probably not occur I would like to suggest that most interactions can be placed on a continuum from relatively predictable to relatively unpredictable.<sup>15</sup>

Based on some explanation above, the writer can assume that speaking performance is always related to communicate and speaking performance it self. It can be affirmed as the skill to use the language accurately to express meanings in order to transfer or to get information from other people in the actual instances of language use in real time.<sup>16</sup>

#### **b. Kinds of Speaking Performance**

According to Brown, there are six types of classroom speaking performance:<sup>17</sup>

##### **a. Imitative**

At one end of a continuum of types of speaking performance is the ability to simply parrot back (imitate) a word or phrase or possibly a sentence. While this is a purely phonetic level of oral production, a number of prosodic in the criterion performance.

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<sup>15</sup> David Nunan, *Language Teaching Methodology*, (Sidney: Macquarie University, 2003), p.40

<sup>16</sup> Brown H.D. *Teaching by Principles: An Interactive Approach to Language Pedagogy*, (San Fransisco : Addison Wesley Longman,Inc. 2001), p.271-274

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance that is designed to practice some phonological or grammatical aspect of language. Intensive speaking can be self-initiated, or it can even form part of some pair work activity, where learners are “going over” certain forms of language.

c. Responsive

A good deal of students' speech in the classroom is responsive: short replies to teacher- or student-initiated questions or comments. These replies are usually sufficient and don't extend into dialogues, such speech can be meaningful and authentic.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversation, standard greetings and small talk, simple request, and comments.

d. Transactional (Dialogue)

Transactional language, carried out for the purpose of conveying or exchanging specific information, is an extended form of responsive language.

e. Interpersonal (Dialogue)

It carried out more for the purpose of maintaining social relationships than for the transmission of facts and information.

f. Extensive (Monologue)

Finally, Students at intermediate to advanced levels are called on to give extended monologues in the form of oral reports, summaries, short speeches, or perhaps story-telling, during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether.

**c. Problems in Speaking Performance**

According to Brown, suggests some causes that make speaking difficult as follows:

1) Clustering

Fluent speech is phrasal, not word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

2) Redundancy

The speaker has an opportunity to make meaning clearer through the redundancy of language. Learners can capitalize on this feature of spoken language.

3) Reduced Forms

Contractions, elisions, reduced vowels, ect., all form special problems teaching spoken English. Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatizes them.

#### 4) Performance Variables

One of the advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitation, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our 'thinking time' is not silent; we insert certain "fillers" such as *uh, um, well, you, you know, I mean, like*, ect. One of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

#### 5) Colloquial Language

Make sure your students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and that they get practice in producing these forms.

#### 6) Rate of Delivery

Another salient characteristic of fluency is rate of delivery. One of your task in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

### 7) Stress, Rhythm, and Intonation

This is the most important characteristic of English pronunciation. The stress-timed rhythm of spoken English and its intonation pattern convey important messages.

### 8) Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill of its richest component: the creativity of conversational negotiation.<sup>18</sup>

## d. The Measurement of Speaking Performance

Based on the professor Weir Cyril J. There are some indicators that be supposed to measure the speaking performance :

**Table 2**

Indicators of Speaking Measurement<sup>19</sup>

No	Criteria	Score	Explanation
1	Fluency	4	Generally natural delivery, only occasional halting when searching for appropriate words/expressions.
		3	The student hesitates and repeats himself at times but can generally maintain a flow of speech.
		2	Speech is slow and hesitant. Maintain speech in passive manner and needs regular prompt.

<sup>18</sup> Ibid., p. 270-271

<sup>19</sup> Cyril J. Weir. *Language Testing and Validation: An Evidence-Based Approach* (London: Palgrave Macmillan,2005).p.195-196

		1	The students speak so little that so 'fluent' speech can be said to occur.
2	Pronunciation	4	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
		3	Rhythm, intonation and pronunciation require more careful listening; some errors of pronunciation which may occasionally lead to incomprehension.
		2	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
		1	Words are unintelligible.
3	Vocabulary	4	Effective use of vocabulary for the task with few inappropriacies.
		3	For the most part, effective use of vocabulary for the task with some examples of inappropriacy.
		2	Limited use of vocabulary with frequent inappropriacies.
		1	Inappropriate and inadequate vocabulary.
4	Grammatical Accuracy	4	Very few grammatical errors evident.
		3	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
		2	Speech is broken and distorted by frequent errors.

		1	Unable to construct comprehensible sentences.
5	Comprehension	4	Interacts effectively and readily participates and follows the discussion.
		3	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
		2	Interaction ineffective can seldom develop an interaction.
		1	Understanding and interaction minimal

## B. The Concept of Match Game

As we know that being a teacher is required to be creative and make teaching activities to be fun. But in fact, there are still many students who feel bored and do not focus on learning. Thus, the material taught by the teacher is not easily accepted directly.

One way to overcome this is to use the game. The game is believed to make students more focused on learning, making students more enthusiastic in receiving the material, and students concentrate more on the lessons and improve student skills in mastering the language.<sup>20</sup>

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<sup>20</sup> I Gede Bagus Wisnu Baju Temaja. "E-Matching Game in Teaching English for Young Learners": *e-Proceeding of the 4th Global Summit on Education 2016*. (Ganesha University of Education). P. 236



## 1. Definition of Match Game

Matching game is one of games which are used to help students learn their lesson in English easily. The match game involve matching identical card or picture pairs, and can also be played as an entire class activity, where each participant is required to circulate until they find a partner with a similar card or image, as well as a couple and a small group activity, in which the player chooses a suitable answer on the choice of partner.<sup>21</sup>

According to Rusman, Match strategy is developed by Lorna Curran, and matching game is one of strategy in cooperative study.<sup>22</sup> Cooperative learning requires pupils to work together in small groups to support each other to improve their own learning and that of others.<sup>23</sup>

According to Jacobs Match game, participants are required to find matches for a word, image, or card.<sup>24</sup> According to Hadfield, Matching games are games that involve matching similar card or

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<sup>21</sup> Jill Hadfield. *Elementary Communication Games*. (Longman: First Published by George G. Harahap and Co. Ltd. 1984). P.4

<sup>22</sup> Rusman. *Model-model Pembelajaran (Mengembangkan Profesionalisme Guru Edisi Kedua)*. (Jakarta: Raja Grafindo Persada 2010). P.225

<sup>23</sup> Joliffe, Wendy. *Cooperative Learning In The Classroom Putting It Into Practice*. (London: Paul Chapman Publishing 2007).

<sup>24</sup> *Ibid.* P.237

picture pairs, and are played in all activities, where everyone can find matching pairs.<sup>25</sup>

According to Katrin Becker, there are three ways used to overcome learning, among others: a. through learning theory, b. through learning styles, and c. through theory and instructional design models. There is another potential to overcome these three points of view through the use of games for learning, which supports preferred learning styles, encourages, develops other styles, and supports for different teaching styles.<sup>26</sup>

Based on the definition above, that the teaching requires methods or strategy that make students can more easily accept the material, the game is believed to make students more concentrated and focus on the material taught by the teacher. Matching games are games that can be used in conveying learning, through matching, a word, image, or card.

## **2. The Procedure of Match Game**

The procedures<sup>7</sup> of Match game are as follows:

- a. The teacher divides the group and asks representatives of each group to come forward.

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<sup>25</sup> Jill Hadfield. *Beginner's Communication Games*. (Longman: Pearson Education Limited.1999), p.8

<sup>26</sup> Katrin Becker. *Games and Learning Styles*. (Calgary Alberta Canada: University of Calgary,tt), p.1

- b. The teacher gives a picture and clue to group representatives.
- c. The task of group representation is to explain the picture to group members without showing the contents of the picture.
- d. The members would guess and give answers.
- e. The purpose of this game is to find a match between the answers from group members and explanation from the group representatives.<sup>27</sup>

### 3. The Objective of Match Game

According to Stephen J. Davis, the objective of match game is to find similar card pairs using visual recall. The game supports standard-based skills that require equivalent matching.<sup>28</sup> Students would learn the definition of key terms in a new study unit and help design unique learning activities.<sup>29</sup>

### 4. Games and Teacher's Role During The Entire Process

According to Leila Ketterlinus games and teacher's role during the entire process is very important for teachers in choosing the right topics to benefit the students. There are several steps teachers must taken into account to ensure that teacher-selected games are appropriate for their language classes.<sup>30</sup>

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<sup>27</sup> Kenneth J. Kaser. 61 *Cooperative Learning Activities For Business Classes*. (Portland: J. Weston Watch, Publisher, 1998). P. 52

<sup>28</sup> Stephen J. Davis. *Addition and Subtraction Facts*. (Huntington Beach: Creative Teaching Press. Inc. 2009). p.3

<sup>29</sup> Ibid., P. 2

<sup>30</sup> Leila Ketterlinus, *Using Games in Teaching* (Foreign Language United States Military Academy: 2017). P. 6

- a. Identify the objectives of the game. Does the teacher use the game to prevent boredom or does use the game to practice new vocabulary or grammatical topics, which strengthens language material?
- b. Considering the level and complexity when choosing a game. If the game is too easy then the students would quickly get bored and if the game is so difficult the students would not benefit so what is taught of the teacher cannot be caught by the students.
- c. Considering the size of the class, the tool, and the time when it would select the game. Some games require bigger space. For example, games based on total physical response and keep students moving.
- d. Explain the rules of the game as clearly as possible. Teachers must understand the game first, using the first language to more easily understand the rules of the game. Teachers monitor activities and provide feedback.

To keep the game interesting, make sure that students understand the language content needed to play the game and the rules necessary to play the game. There are some steps to promote successful game execution in the language classes:

- a. Teachers need to show how to play the game. Teachers select a group of students to show the rules of the game.

- b. Teachers should clarify key vocabulary, useful phrases, and concepts prior to playing the game.
- c. Teachers need to provide clear guidance.
- d. It is beneficial to use games language learners already know.
- e. The game is based on the material that has been learned.
- f. Teachers should divide the students into groups that are diverse in terms of language proficiency, so that the more proficient members can help others.
- g. The teacher provides the tools students need to play the game.<sup>31</sup>

## 5. The Advantages and Disadvantages of Match Game

### a. Advantages of Match Game

- 1) Able to create the situation in English classroom more fun and active in class activity.
- 2) Able to give positive influence to the students, it made the students can understand about the material easily.<sup>32</sup>
- 3) Able to create social interaction in the classroom.<sup>33</sup>
- 4) Able to increase the students' creativity through matching the cards.<sup>34</sup>

### b. Disadvantages of Match Game

- 1) Individual competition is impossible, but competition is unprofitable and more fun.

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<sup>31</sup> Ibid p,6

<sup>32</sup> KomangWastawan, "Increasing Students' Speaking. 5.

<sup>33</sup> Colin F. Camerer, *Behavioral Game Theory Experiments In Strategic Interaction*, (Princeton University Press, 2003), p. 345.

<sup>34</sup> RatnaZawil, "Using Make A Match, p. 316.

- 2) Be aware of cultural differences and learners are low in English.
- 3) It's hard for them to understand the game or know the vocabulary.<sup>35</sup>

### **C. Action Hypothesis**

Based on the theoretical review above, the researcher formulates the hypothesis as follows: “By using match game, it can improve the students speaking performance at the tenth grade of Senior High School of Muhammadiyah 1 Metro”.

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<sup>35</sup> Rick and Shera Melick, *Teaching That Transforms*. (United States of America: B & H Publishing Group Nashville, Tennessee, 2010), p.305

## CHAPTER III

### RESEARCH METHOD

#### A. Variables and Operational Definition of Variables

##### 1. Variables of Research

The dependent variable of the research is students' speaking performance and the independent variable of this research is match game. This strategy would be helping the students' speaking performance well.

##### 2. Operational Definition of Variables

An operational definition is specification of how you was define and measure the variable in your study.<sup>36</sup> According to Raymond mark the definition an operational tells us what activities or operations we need to perform to measure a concept or variable.<sup>37</sup> Meanwhile, the variable is a concept, which means is a mental image that symbolizes an idea, an object, an event, or a person.<sup>38</sup>

Based on the statement, the operational definition of the variable in this research are:

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<sup>36</sup> John W. Creswell, Educational Research, P.151

<sup>37</sup> Allen Rubin & Earl R Babie, *Essential research Method for Social Work*, ( Engaged Learning, United State of America, 2010), Second Edition, p.70

<sup>38</sup> Ibid,p. 76

a. Dependent Variable

According to Evelyn Hatch, Dependent Variable is the major variable that would be measure in the research. Dependent variable is a variable that can improve by an independent variable.<sup>39</sup> The dependent variable of this research is students' speaking performance that focuses on the students' performance.

To measure speaking performance of students, the researcher took the speaking test by gave an oral question which consists of 5 questions in each student. It made a simple conversation between the researcher and the student as sample to know the mastering students, speaking performance. The indicators of an oral test in this variable are :

- 1) The students were good in comprehension. For oral communication certainly required a subject to respond on speech as well as to initiated it.
- 2) The students were good in vocabulary. They could not communicative effectively or express their ideas both oral and written form if they did not have sufficient vocabulary.
- 3) The students were good in grammar it was needed for students to arranged a correct sentence in conversation.

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<sup>39</sup> Ibid, p.63



- 4) The students were good in pronunciation. Pronunciation was the way for students' to produce clearer language when they speak, how sounds vary and pattern in a language.
- 5) The students were good in fluency. Fluency could be defined as the ability to speak fluently and accurately.

b. The Independent Variable

According to Evelyn, Independent Variable is variable that the researcher suspects may relate to or improve the dependent variable. In a sense, the dependent variable “depends” on the independent variable.<sup>40</sup> The independent variable of this research is using match game. The strategy would be helping the students' speaking performance well.

This variable would be measured by observation. To observe this variable the researcher would use observation sheet. The measurement of this variable is a 1-4 score. The indicator of this variable are :

- 1) The students were good respond to learning speaking using match game.
- 2) The students have more confident to speak English.

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<sup>40</sup> Evelyn Hatch and Anne Lazaraton, *The Research Design and Statistics For Applied Linguistic*, (U.S.A : Heinle Publisher, 1991),p.64

## B. Research Setting

Related to the research subject, the researcher would conducted the research at tenth grade class IPA 3 of Senior High School of Muhammadiyah 1 Metro, located on Jl. Khairbras no 65, Ganjarasri Metro Barat, Kota Metro. Website: sma-muhimetro.sch.id. The researcher would focus on the tenth graders class IPA 3. The researcher choose this class because most of students in the class have low skill and score in speaking performance.

## C. Research Subject

The subject of this research are tenth IPA 3 students of Senior High School of Muhammadiyah 1 Metro which consist of 24 students. The researcher chooses one class as a research sample from classes as subject of the research, because the average score of English test in class ten IPA 3 was the lowest among the other and the researcher would to increase their speaking performance.

Table 3  
Total of Students the Object of the Research  
in 10 IPA 3 Class

Male	Female
8	19
Total	27

## D. Research Procedure

In this research, the researcher used classroom action research as the research method. According to Anderson, action research is a method for improving and modifying the working system of a classroom in

School.<sup>41</sup> It means that an action research is a research that is use to investigate and evaluate the students' work in learning with the aim of collecting information about what they want.

McNiff states that an action research is a name given to the particular way of researching your own language.<sup>42</sup> It means that action research is a practical way of looking at the students practice in learning.

Moreover, Donald Ary said that an action research is a process to improve education by incorporating change and involves educators working together to improve their own practice.<sup>43</sup>

The researcher used model developed by Kemmis and Mc Taggart in Burns. Action research occurs through a dynamic and complementary process, which consists of four essential “moments” of planning, action, observing, and reflecting.<sup>44</sup>

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<sup>41</sup> Gary Anderson with Nancy Arsenault, *Fundamental of Educational Research*, (USA: Falmer Press, 2005), p.261

<sup>42</sup> McNiff Jean Whitehead, *Action Research : Principles and Practice, Second Edition*, (London: Sage Publication, 2002), p. 15

<sup>43</sup> Donald Ary, *Introduction to Research in Education, Eighth Edition*, (Canada: Nelson Education 2010), p. 514

<sup>44</sup> Anne Burns, *Doing Action Research in English Language Teaching: A Guide for Practitioners*, (New York : Routledge, 2010) , p. 9

### The action research spiral

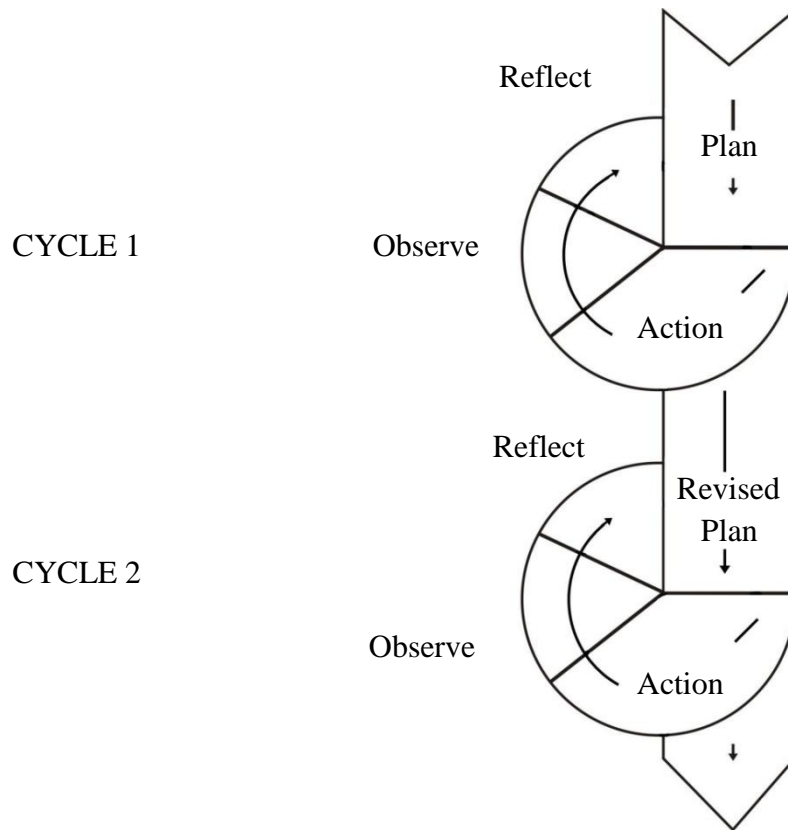


Figure 1.1 the Action Research spiral model by Kemmis and McTaggart.<sup>45</sup>

This scheme above means that action research is problem-solving that aims to bring change and improvement in practice. So, the researcher provides an action plan to solve the problem in teaching and increase the speaking performance by using a match game.

The action research was conducted through two cycles in which each cycle consisted of four steps as follows:

<sup>45</sup> Valsa Koshy, *Action Research for Improving Practice*, (Cromwell Press), 2005, p.4

## 1. Cycle I

The first cycle in this classroom action research consists of planning, acting, observing, reflecting.

### a. Planning

Planning is the first step of the research procedure. This step is the most important part of conducting an action research as by knowing the problem, the researcher and collaborator can find good solution to solve the problem. In this step the researcher would conduct, as follow :

- 1) Preparing the learning program, suitable with the syllabus, and the instrument of evaluation.
- 2) Observing the students that would be the objects in my research to know the problems in the process of learning and would arrange a learning design, strategy, and evaluation.
- 3) Making a work sheets and answer sheets which would be learned by the student in group.

### b. Acting

The second step is acting. The researcher at first would conducted pretest, to know the students speaking performance score. Secondly, the researcher each speaking performance to students by using match game. While the learning processes the researcher would observe at the same time of the learning activity.

At the end of this step, the researcher would conduct post-test, to know the result of the treatment.

**c. Observing**

The researcher would observe during teaching learning process. After the activities ended, the researcher would evaluate all the activities to found out the improvement of the student's speaking performance by using match game.

**d. Reflecting**

In this step, the researcher analyzed how the effect of the acting, what thing which had to repaired, and what thing which become attention on the next acting. Then, the researcher would know the strength and the weakness from the action that the researcher has done.

**2. Cycle 2**

**a. Planning**

- 1) The researcher studied the result of reflecting on cycle 1.
- 2) The researcher prepared on the lesson plan, material and media of learning, observation sheet, work sheets, answer sheets and test for post-test.

**b. Acting**

This activity is the scenario of the learning process; it is based on the Match Game in learning English especially in speaking performance. After giving pre-action, the teacher would

give English materials by using match game for five times of meeting. Each meeting 60 minutes. The activity, as follows:

- 1) The teacher explaining about Match Game use in learning process.
- 2) The teacher explaining the purpose of the study to be achieved.
- 3) The teacher asking the student to make group consist 6-7 people in the group.
- 4) The teacher explaining the material about speaking performance using match game.
- 5) The student preparing the group and understanding instruction their teacher.
- 6) The teacher giving the question based on the match game.
- 7) The student continues to playing it games until the time is up.

**c. Observing**

The observation at the cycle II is almost the same with the observation at the cycle I. In this step, the researcher observes the process of teaching learning by using format of observation to collect the data in action plan II.

**d. Reflecting**

In this step, the researcher would compare the score of pre-test and post-test. The researcher reviews and reflects on students' activity and the teacher performance whether it is positive or negative, the second cycle enough or need for the next step.

## **E. Data Collection Method**

To gain the data, some techniques would be applied during the research as follow :

### **1. Test**

In the research, the researcher would give the students two test, that is pre-test and post-test. The test is oral test and the testees are the students at the tenth grade of Senior High School Muhammadiyah 1 Metro. The tests would give to know the students achievement before and after the learning process. The speaking test was taken from the exercise. In this test the students have to come in front of the class to give their speaking performance. The test was divided into two parts as follows:

#### **a. Pre-test**

The pre-test would give in the first meeting in order to find out the difference between the individual who has a similar level. The pre-test employed in this research is in the form of speaking performance test. In order to know the students' speaking performance, the researcher employ oral task. Students come forward and tell or describe the theme they have chosen.

#### **b. Post-test**

The post-test would give in the last meeting after doing the treatment to know the influence of the match game whether it is able to improve the students speaking performance. It would be



held after they have gotten the treatment. Both of prepare test and post test are different. In order to know the students speaking performance, the researcher uses oral test students come forward and tell or describe the theme they have chosen. It would be administrated orally by the teacher.

c. Observation

Observation was a kind of data collection method by observing directly to the object that examined such as the location and the teaching learning process of the school. In the observation, the researcher makes some notes and check-list to recheck the data. It means to know about the location sketch of Senior High School Muhammadiyah 1 Metro and the process of students' learning activities in the classroom.

d. Documentation

During the process of the research, the researcher would collect some documents such as the total of students, teachers, school history and the condition of the school at Senior High School Muhammadiyah 1 Metro in academic year 2018/2019. In this research, the researcher would use the data from the documentation as described.

e. Field Note

To collect the data more accurately, the researcher use field note to make easy when analyze the data. This is to know students

activities during teaching process. It would be done after finishing teaching and learning process.

## **F. Research Instrument**

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.<sup>46</sup> In this research, the research instrument would be designed by the researcher. There are 3 kinds of instrument they are observation sheet, documentation guidance, and test guidance. Farther more, the three kinds of instrument can be explained as a follow:

1. Observation Guidance
  - a. The students learning activity
  - b. Teacher performance in the classroom
2. Documentation Guidance
  - a. The history of the school
  - b. The condition of teachers and official employee
  - c. The condition of students
  - d. Learning facilities
  - e. Organization structure and
  - f. Location sketch at Senior High School Muhammadiyah 1 Metro
3. Kinds of Test

The test is oral test which has some indicators as follows: the indicator of use match game is the students are able to memorize their

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<sup>46</sup> David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation*. (San Francisco: Jossey, Bass, 2007), p. 5

speaking task and they can use it in their speaking performance. The last, the indicator of Students' speaking performance is the students can improve their performance based on their fluency, pronunciation, vocabulary, grammatical accuracy, and interactional strategies.

- a. The researcher would use content validity in order the instrument has a good quality and the instrument would be relevant to the focus of the research. Therefore, the researcher uses content validity based on the syllabus and materials at the tenth grade of Senior High School Muhammadiyah 1 Metro in academic year 2018 / 2019.

### **G. Data Analysis Technique**

In this research, the researcher use the data analysis by taking the average from pre-test and post-test. To know the improvement, the researcher would compare between pre-test and post-test score. The formula form to get the average of pre-test and post-test as follow:

$$\bar{X} = \frac{\sum X}{N}$$

Notes:

$\bar{X}$  : Mean

$\sum X$  : Total of students' score

$N$  : The total number of subject<sup>47</sup>

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<sup>47</sup>Ary Donald, et all, *Intoduction to Research in Education*, (Canada: Wadsworth Cengage Learning, 2010), p. 108-109

Furthermore, to know the result the researcher would compare the average score between pre-test and post-test for each cycle, and then to know the percentage of increasing score in students learning activities, the researcher would use the percentage formula as follow:

$$P = \frac{\sum X}{N} \times 100\%$$

Notes:

P = Percentage

$\sum x$  = Total Score of the Students

N = Total of Students.

#### **H. Indicators of Success**

To know the gain the data would be conducted in each test by taking the score of pre-test and post-test. After the result is suitable by the minimum standard of speaking performance in this class at least 75. This research would be success or finish if 70% of students got minimum score 75 and 70% of students active in the learning process and do not need to continue the next cycle.

## **CHAPTER IV**

### **RESULT OF THE RESEARCH AND INTERPRETATION**

#### **A. Result of the Research**

##### **1. Description of Research Location**

###### **a. The History of Senior High School Muhammadiyah 1 Metro**

Senior high school Muhammadiyah I Metro was established in 1964 located in senior high school I Metro with the name senior high school Pembangunan and led by Mr Tauhid. In 1985 the Government of the Republic of Indonesia through the Ministry of Education and Culture issued a decree regarding the status of private schools, among others, it was stated that each private school must be a legal entity and managed by a legal entity foundation.

In 1966 on the initiative of Mr. Sirajudin Juhidin as the headmaster of senior high school 1 Metro the ownership of senior high school Pembangunan was transferred to the Education Assembly, Teaching and culture of Muhammadiyah Branch Metro. This gets a good response from MPPK Muhammadiyah. For the next senior high school of Pembangunan under the auspices of the Education Assembly, The teaching and culture of Muhammadiyah was changed the name become to senior high school Muhammadiyah 1 Metro at that time the headmaster was Mr. Sirajudin Jahidin. The location of the senior high school

Muhammadiyah 1 was moved to the Muhammadiyah Metro complex on Jalan Budi Utomo which is now Jalan KH, Ahmad Dahlan No.1 Metro. Where teaching and learning activities are carried out in the morning.

The government regulation was stated that the headmaster of Public School was not permitted to concurrently as a Private School headmaster, then since the position of headmaster is held by Mr. R. Ahmad Matin, BA.

In 1971 based on the provisions of the Lampung Muhammadiyah Regional Leadership, the headmaster was replaced by Mr. Alimudin Hasan. In 1979 based on the decision of the Lampung Muhammadiyah Regional Leader, Education Assembly, Teaching and Culture (MPPK) Number : E – 2/170/PPK/79 the headmaster was replaced by Mr. Suparno, BA. In this term of office Branch of Muhammadiyah Metro leader master built Senior high school Muhammadiyah 1 Metro building located on Jalan Khairbras 14/IV Ganjar Agung Metro. So that in the academic year 1983/1984, Senior high school Muhammadiyah I Metro teaching and learning activities transferred to the location.

In 1984 based on a letter from the Directorate General of Primary and Secondary Education, Department of Education and Culture No. 01/C-7/Kep/I/1984 Senior high school of Muhammadiyah I Metro improved status from Registered status to

Recognized. Thus senior high school of Muhammadiyah I Metro Since the Academic Year 1983/1984 have the right to organize EBTA/EBTANAS itself.

In 1987 based on letter of Decree of the Muhammadiyah Regional Leader in Lampung, Education Assembly, Teaching and Culture (MPPK) Nomor : 001/C/ Kep/ 1/ 1989. Increased again the status becomes Equated. Based on UU No 2 tahun 1989 about the National Education System, and changes to the 1984 curriculum into the 1994 curriculum the name of Senior High School changed into the Senior General School which thus changes to Senior General School Muhammadiyah I Metro, but in the year 2003 changed the name back to Senior High School of Muhammadiyah 1 Metro.

#### **b. The Condition of Teacher and Official Employees**

The names of teachers and official employees at Senior High School Muhammadiyah 1 Metro are as follows:

**Table 4**

#### **Names of the Teacher in Senior High School Muhammadiyah 1 Metro**

<b>No</b>	<b>Name</b>	<b>Lesson</b>
1	Drs. Ruslani M. Ro'i	Headmaster
2	Drs. Mukhisban	PAI
3	M. Nurissalam, S.Si	Chemical
4	Nurhasim, S.Ag	PAI
5	Ahkaf Fikri, S.E	Economy
6	Dra. Alfiati	History
7	Arsi Herawati, S.Pd	Physics

8	Badrun, BA.	Geography
9	Baiturrahman,S.Pd.I	Arabic
10	Bulan Purwandari	Science
11	Desna Iriani, S.Pd	Science
12	Diah Indriyani, S.Psi	BK
13	Dra. Dwi Rahayu Supratiwi	Chemical
14	Drs. Edi Turpuji Astono	Indonesian
15	Eko Suwarno, S.Pd	BK
16	Fitri Ayu Arum Sari, S.S	Jappanes
17	Fitria Nurul Fatimah, S.Sos	Sociology
18	Heni Widiyarti,S.Pd.	Chemical
19	Heru Munawaroh,S.Pd.	Science
20	Iwan Suparli, S.Pd	Economy
21	Karmana, S.E	Economy
22	Maman Sudirman, S.Pd	Sport
23	Dra. Mardiyati	Indonesian
24	Neni Agustia Pakti, S.Pd	Economy
25	Ngaderi, S.Pd	English
26	Dra. Ngatini	Indonesian
27	Resesi Darmawati, S.Pd	BK
28	Rifa'I, S.Pd, M.Pd	English
29	Ridwan Awaludin, S.Pd	Sport
30	Dra. Ristuning	Geography
31	Roni Faslah, S.Pd	Matematics
32	Rudion, S.Pd.I	PKN
33	Samsul Hadi, S.Pd.I	KMD
34	Sari Yunis, S.Pd	Indonesian
35	Siti Maisaroh, S.Ag.	PKN
36	Dra. Siti Suwarni	Science
37	Dra. Sri Haridayati	History
38	Siti Fatimah	Mulok
39	Sriyanto, S.Si	Computer
40	Suyadi, BA.	Economy
41	Tengku Mismawati, S.Pd	Physics



42	Wariyanti, S.S	Indonesian Language and Literature
43	Waryoto, S.Pd	Matematics
44	Dra. Wastamah	PAI
45	Siti Fatimah, S.Pd.I	Cultural arts
46	Dra. Sri Hananing Hartati	Sociology
47	Ristuning Waluyati, S.Pd	English
48	Agus Pramono	Cultural Arts
49	Burhan Isro'i, S.Pd.I	PAI

Administrative staff of Senior High School Muhammadiyah I Metro consists of several employees, namely:

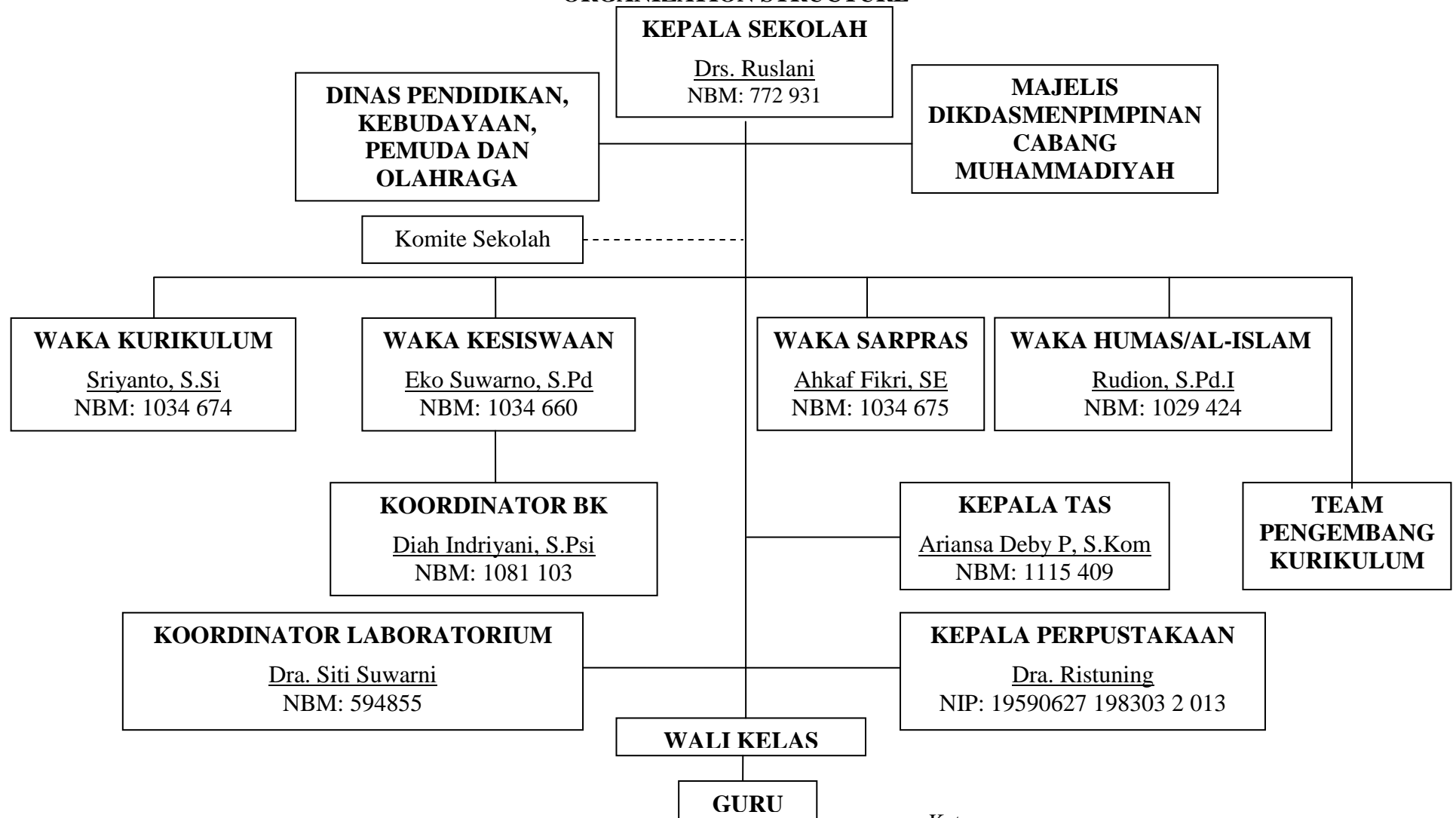
**Table 5**

**The Condition of The Official Employers in Senior High School Muhammadiyah 1 Metro**

No.	Name	Position
1	Ariansa Deby Prasetyo, S.Kom	Leader of School Administration
2	Sony	School Administration
3	Marwiyono	School Administration
4	Roudhotul Jannah	School Administration
5	Dewi Yuliana	Finance Income
6	Rahmadi	Finance Expenditure
7	Ani Rosa Sulistyowati, S.Pd	Librarian woman
8	Helmi Novitasari, S.Pd	Librarian woman
9	Junaidi	Security

c. Structure Organization of School

**Figure 2**  
**ORGANIZATION STRUCTURE**



Keterangan :

----- : Garis Koordinasi

————— : Garis

**d. Students Quantity of Senior High School Muhammadiyah 1 Metro**

The students quantity of Senior High School Muhammadiyah 1 Metro in Academic year of 2018/2019 is that can be seen on the table below:

**Tabel 6**  
**The Students Quantity of Senior High School Muhammadiyah 1 Metro in The Academic Year 2018/2019**

No	Class	Male	Female	Total
1.	X	89	69	158
2.	XI	80	63	143
3.	XII	86	63	149
<b>Total</b>		<b>255</b>	<b>195</b>	<b>450</b>

**e. The Condition of Facilities of Senior High School Muhammadiyah 1 Metro**

The condition of facilities in Senior High School Muhammadiyah 1 Metro in the academic year of 2018/2019 that can be seen on the table below:

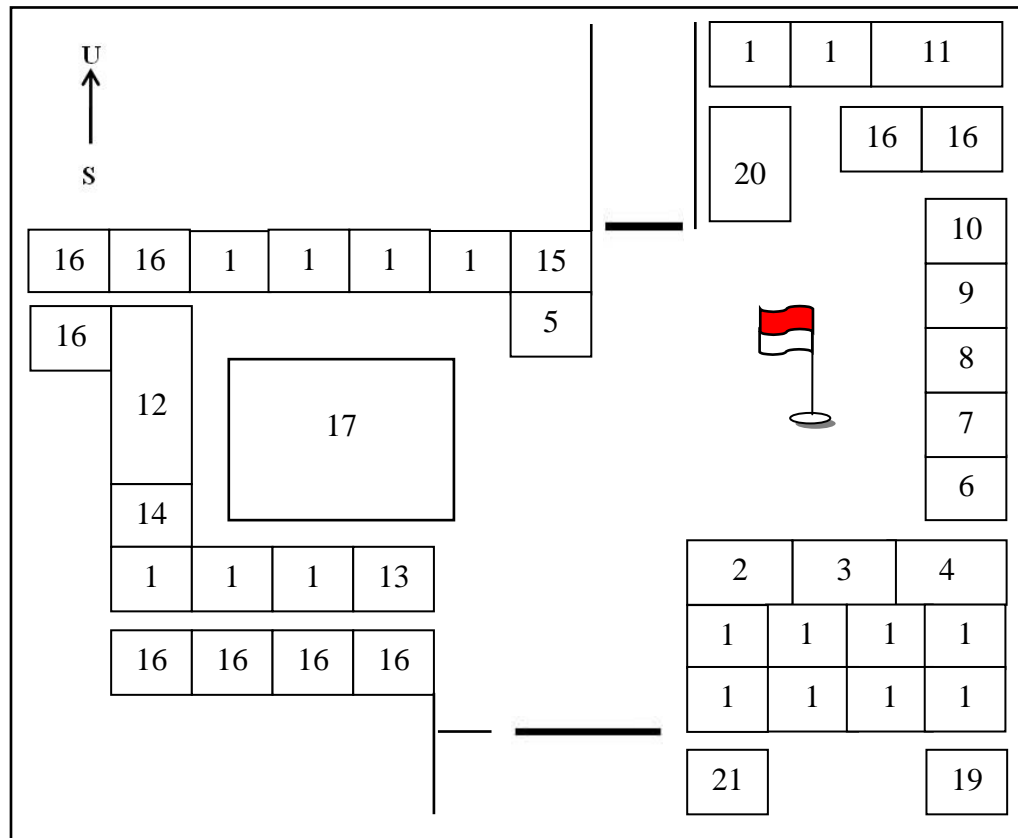
**Table 7**  
**The Condition of Facilities in Senior High School Muhammadiyah 1 Metro in The Academic Year 2018/2019**

No	Facilities	Total	No	Facilities	Total
1	Classroom	17	11	Library	1
2	Headmaster room	1	12	Mosque	1
3	TU room	1	13	UKS room	1
4	Teacher room	1	14	OSIS room	1
5	BK room	1	15	Warehouse	1
6	Lab. Physics	1	16	Toilet	10
7	Lab. Science	1	17	Parking area	1
8	Lab. Chemical	1	18	Koperasi school	1
9	Lab. Language	1	19	Canteen	1
10	Lab. Computer	1	20	Security pos	1

## f. The Site Sketch of Senior High School Muhammadiyah 1

### Metro

**Figure 2**  
**The School Map of Senior High School Muhammadiyah 1**  
**Metro**



→ *Loc. Jl Khairbras No. 65 Ganjarasri Metro Barat Kota Metro* ←

- Notes:
- |                    |                  |                     |
|--------------------|------------------|---------------------|
| 1. Classroom       | 8. Lab Chemical  | 15. Warehouse       |
| 2. Headmaster room | 9. Lab Language  | 16. Toilet          |
| 3. Teacher room    | 10. Lab Computer | 17. Parking area    |
| 4. Teacher room    | 11. Library      | 18. School Yard     |
| 5. BK room         | 12. Mosque       | 19. Koperasi school |
| 6. Lab Physics     | 13. UKS room     | 20. Canteen         |
| 7. Lab Science     | 14. OSIS room    | 21. Security room   |

## 2. Description of Research Result

This research was conducted in 2 cycles. Action in cycle 1 and cycle 2 was conducted about three meetings in each cycle and each meeting in these cycle took 2 x 40 minutes. As it was mentioned before, each cycle consists of planning, acting, observing and reflecting. In planning the researcher makes lesson plan and the researcher would teach the students by using the lesson plan. The material of this reasearch was about descriptive text. The researcher also prepared observation sheet. This was done by collaborator to know the students and the teacher participation in learning process.

### a. Cycle 1

Cycle 1 consist of planning, acting, observing and reflecting. The researcher conducted pre-test to know the students' speaking performance before giving treatment and it used as the comparison score with post-test. The material that was given in pre-test was Introducing Yourself. The students have to tell about themselves one by one. The result score of students' pre-test can be seen in the following table:

**Table 8**  
**The Result Score of Students' Speaking Performance in Pre-test**

No	Name	Score	Criteria
1	AETD	75	Complete
2	AS	50	Incomplete
3	ANS	75	Complete
4	AA	60	Incomplete

5	APC	75	Complete
6	A	50	Incomplete
7	AND	75	Complete
8	AAP	65	Incomplete
9	FR	55	Incomplete
10	FAR	70	Incomplete
11	FKM	60	Incomplete
12	HH	50	Incomplete
13	IMA	50	Incomplete
14	KKP	55	Incomplete
15	KABM	50	Incomplete
16	MRR	50	Incomplete
17	MZU	55	Incomplete
18	P	55	Incomplete
19	RA	60	Incomplete
20	RAI	55	Incomplete
21	SNS	55	Incomplete
22	SR	55	Incomplete
23	SM	75	Complete
24	TD	70	Incomplete
25	TH	55	Incomplete
26	WPS	55	Incomplete
27	YA	60	Incomplete
<b>Total Score</b>		<b>1615</b>	
<b>Highest Score</b>		<b>75</b>	
<b>Average Score</b>		<b>59.81</b>	
<b>Lowest Score</b>		<b>50</b>	

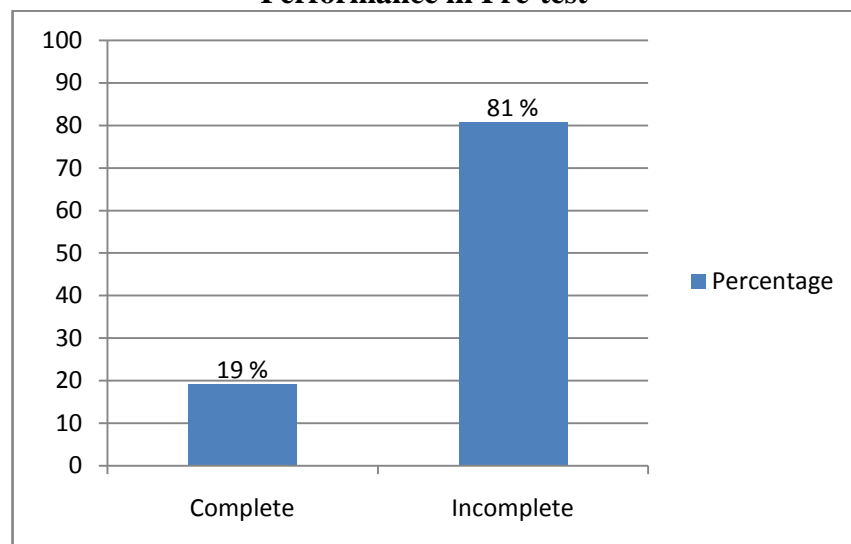
Based on the data above, the researcher measured the frequency of students' speaking performance score at the pre-test could be seen as follow:

**Table 9**  
**Frequency of Students' Speaking Performance Score in Pre-test**

No.	Score	Category	Frequency	Percentage
1	$\geq 75$	Complete	5	19%
2	$< 75$	Incomplete	22	81%
Total			27	100%

Then, the graph of percentage students' speaking performance pre-test score could be seen as follow:

**Figure 3**  
**Percentage of the Result Score of Students' Speaking Performance in Pre-test**



Based on the result, it could be analyzed that the level of the students speaking performance were low. The students did not fulfill the minimum standard at the Senior High School Muhammadiyah 1 Metro. The total subject of the research were 27 students, only 5 students with percentage 19% were passed, and 22 students with percentage 81% were failed. So, it was the

reason why the reasearcher used Match Game to improve the students' speaking performance.

#### 1) Planning

The first meeting was done on Tuesday, January 8<sup>th</sup> 2019. It was opened by praying, greeting, checking the attendance list, and introducing the researcher as a teacher for the students. At the day, the researcher has taken the students' pre-test score.

Based on the result of pre-test score, the researcher has identified and found the problems after taking the students' pre-test score. Therefore, the researcher and collaborator prepared several things related to teaching and learning process such as the english subject lesson plan, the material, media, work sheet, observation sheet and evaluation for the second meeting.

#### 2) Acting

The second meeting was conducted on Friday, January 11<sup>st</sup> 2019. The researcher started this meeting by praying, greeting, checking the students attendance list and asking the condition of the students.

Firstly, the researcher gave the material about descriptive text. The researcher explained the concept,



generic structure and language feature of descriptive text. Secondly, the researcher explained about the definition and characteristics of Match Game and how to apply this strategy within the material.

In the end of meeting, the researcher gave a feedback to the students, gave motivation and informed to the students about the activities in the next meeting. Then, the researcher closed the meeting by praying together.

After did a treatment, the researcher gave post-test 1 to the students. The post-test was conducted on Monday, January 14<sup>th</sup> 2019. The post test was done to know how the students' speaking performance after a treatment. The researcher gave them some topics to be presented in front of the class.

The result of post-test in cycle 1 could be seen on the table, as follow:

**Table 10**  
**The Result Score of Students' Speaking Performance**  
**Post-test 1 in Cycle 1**

No	Name	Score	Criteria
1	AETD	80	Complete
2	AS	65	Incomplete
3	ANS	75	Complete
4	AA	75	Complete
5	APC	80	Complete
6	A	65	Incomplete
7	AND	75	Complete

8	AAP	65	Incomplete
9	FR	65	Incomplete
10	FAR	70	Incomplete
11	FKM	75	Complete
12	HH	55	Incomplete
13	IMA	55	Incomplete
14	KKP	60	Incomplete
15	KABM	60	Incomplete
16	MRR	60	Incomplete
17	MZU	70	Incomplete
18	P	70	Incomplete
19	RA	65	Incomplete
20	RAI	70	Incomplete
21	SNS	65	Incomplete
22	SR	65	Incomplete
23	SM	75	Complete
24	TD	70	Incomplete
25	TH	55	Incomplete
26	WPS	65	Incomplete
27	YA	60	Incomplete
<b>Total Score</b>		<b>1810</b>	
<b>Highest Score</b>		<b>80</b>	
<b>Average Score</b>		<b>67.04</b>	
<b>Lowest Score</b>		<b>55</b>	

From the table above, it could be analyzed that the students' average score was 67,4. The highest score was 80 and the lowest score was 55. Based on the minimum mastery criteria (KKM), there were 7 students that had complete on post-test 1 or got score  $\geq 75$ . It means that in cycle 1 the

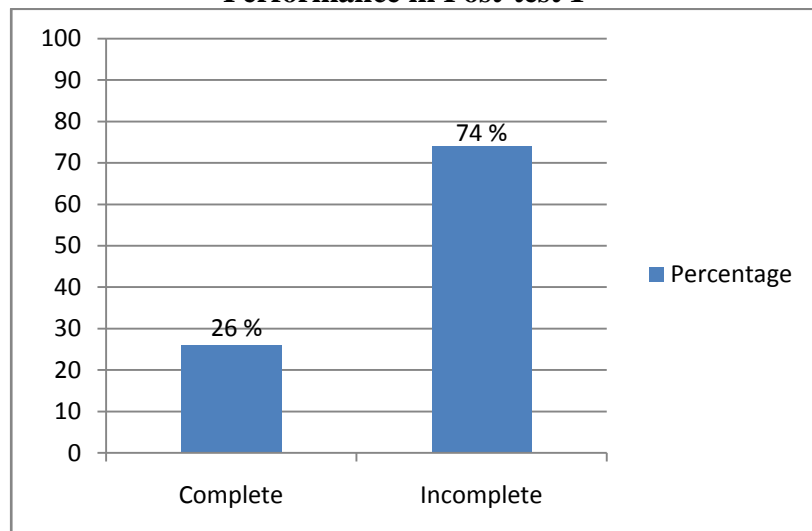
students' performance could improve enough, but it was not successful yet.

**Table 11**  
**Frequency of Students' Speaking Performance Score**  
**in Post-test 1**

No.	Score	Category	Frequency	Percentage
1	$\geq 75$	Complete	7	26%
2	$< 75$	Incomplete	20	74%
Total			27	100%

Then, the graph of percentage students' speaking performance post-test 1 score could be seen as follow:

**Figure 4**  
**Percentage of the Result Score of Students' Speaking**  
**Performance in Post-test 1**



According to the table 10 and figure 4, the students' score had improved than the pre-test before. There were 7 students who passed the test that before only 5 students. But, the improving in post-test 1 was not successful because the

percentage of students that passed the test only 26% of 70% as the minimum standard percentage.

### 3) Observing

In observation of the researcher has done, the collaborator observed the students' activities. The researcher as a teacher who gave the about descriptive text material by using Match Game.

In the learning process, there were five activities that used to know the students' activity in the class. Every student who was active in learning process got a tick in their observation sheet. Then, the students were not active in learning process let their observation sheet empty. The indicators of the students' activities were:

- a) The students pay attention to the explanation from teacher
- b) Giving respond
- c) Active in class
- d) Making note
- e) Doing the task

The result of the students' learning activities could be seen as follow:

**Table 12**  
**The Students' Activities in Cycle 1**

No.	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	17	62,96
2	Giving respond	19	70,37
3	Active in class	22	81,48
4	Making note	19	70,37
5	Doing the task	11	40,75

Based on the result above, it could be inferred that the learning process of cycle 1 was not successful because there are not got percentage more than 70%.

#### 4) Reflecting

Based on the result of cycle 1, it could be seen that most of students got difficulty when they perform in front of the class. It happened because the students still affraid and did not confidence in speaking english. Furthermore, the result of the learning process in cycle 1 before and after doing the treatment could be analyzed in the following table:

**Table 13**  
**The Comparison Students' Speaking Performance Score in Pre-test and Post-test 1**

No	Name	Pre-test	Category	Post-test 1	Category	Category
1	AETD	75	Complete	80	Complete	Increased
2	AS	50	Incomplete	65	Incomplete	Increased
3	ANS	75	Complete	75	Complete	Constant
4	AA	60	Incomplete	75	Complete	Increased
5	APC	75	Complete	80	Complete	Increased

6	A	50	Incomplete	65	Incomplete	Increased
7	AND	75	Complete	75	Complete	Constant
8	AAP	65	Incomplete	65	Incomplete	Constant
9	FR	55	Incomplete	65	Incomplete	Increased
10	FAR	70	Incomplete	70	Incomplete	Constant
11	FKM	60	Incomplete	75	Complete	Increased
12	HH	50	Incomplete	55	Incomplete	Increased
13	IMA	50	Incomplete	55	Incomplete	Increased
14	KKP	55	Incomplete	60	Incomplete	Increased
15	KA	50	Incomplete	60	Incomplete	Increased
16	MRR	50	Incomplete	60	Incomplete	Increased
17	MZU	55	Incomplete	70	Incomplete	Increased
18	P	55	Incomplete	70	Incomplete	Increased
19	RA	60	Incomplete	65	Incomplete	Increased
20	RAI	55	Incomplete	70	Incomplete	Increased
21	SNS	55	Incomplete	65	Incomplete	Increased
22	SR	55	Incomplete	65	Incomplete	Increased
23	SM	75	Complete	75	Complete	Constant
24	TD	70	Incomplete	70	Incomplete	Constant
25	TH	55	Incomplete	55	Incomplete	Constant
26	WPS	55	Incomplete	65	Incomplete	Increased
27	YA	60	Incomplete	60	Incomplete	Constant
<b>Total</b>		<b>1615</b>		<b>1810</b>		
<b>Average</b>		<b>59.81</b>		<b>67.04</b>		

Based on the data above, the researcher measured the frequency of student's speaking performance score at pre-test and post-test 1 could be seen as follow:

**Table 14**  
**The Comparison Frequency of Students' Speaking Performance Score in Pre-test and Post-test 1**

No.	Score	Category	Pre-test		Post-test 1	
			F	P	F	P
1.	$\geq 75$	Complete	5	19 %	7	26 %
2.	$< 75$	Incomplete	22	81 %	20	74 %
Total			27	100 %	27	100 %

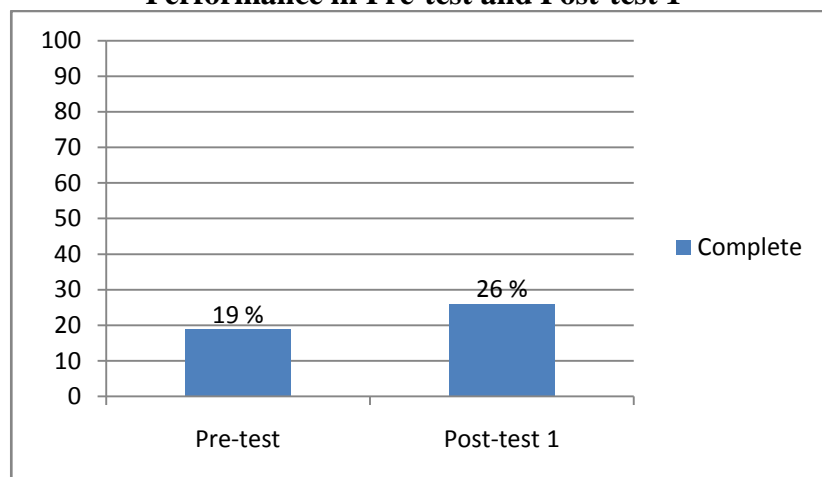
**Notes :**

F = Frequency

P = Percentage

Then, the graph of percentage students' speaking performance in Pre-test and Post-test 1 score could be seen as follow:

**Figure 5**  
**Percentage of the Result Score of Students' Speaking Performance in Pre-test and Post-test 1**



Based on the table 13 and figure 5, the students' complete score in pre-test only 5 students with percentage 19%, and complete score of students in post-test 1 improved 7 students with percentage 26 %.

In this research, pre-test and post-test 1 had done individually. It was aimed to know the students' speaking performance before and after the treatment. From the result of pre-test and post-test 1, we knew that there was an improvement from the students' result score. It could be seen from the average score in pre-test 59,81 and post-test 1 67,04.

Although there was an improvement from the students' speaking performance, cycle 1 was not successful yet because only 7 students (26%) who passed in post-test 1. It can be concluded that cycle 1 was not successful because the indicator of success was not reached and the researcher had to revise the teaching and learning process in the next cycle. Therefore, this research would be continued in cycle 2.

**b. Cycle 2**

The cycle 2 was similar with cycle 1. It divided into planning, acting, observing and reflecting. It would be explained more as follow:

1) Planning

Based on the observation and reflection in cycle 1, the researcher and collaborator tried to revise the several problems that appeared in cycle 1 and arranged the planning for continuing in cycle 2. The researcher prepared the lesson plan, material, media, observation sheet and the task.

2) Acting

The description of teaching and learning process of cycle 2 was not different from previous cycle. In each treatment, the researcher tried to make the students more



active. The implementation of this step was conducted in two meetings.

The treatment in cycle 2 was conducted on Tuesday, January 15<sup>th</sup> 2019. It was started by praying, checking the students attendance list and asking about the students condition. The researcher as a teacher explained the material about descriptive text to the students. The teacher gave more explanation about the descriptive text with applying Match Game in the material, so the material could be more understood by the students.

In the end of meeting, the teacher closed the meeting by gave motivation to the students to study hard so they could got good score especially in English subject.

After giving the treatment in cycle 2, the researcher conducted the post-test 2 on Monday, January 21<sup>st</sup> 2019. It was the same type with the first cycle but had different levels of difficulty. The result of post-test 2 could be seen on the table below:

**Table 15**  
**The Result Score of Students' Speaking Performance**  
**Post-test 2 in Cycle 2**

No.	Name	Total Score	Category
1	AETD	90	Complete
2	AS	70	Incomplete
3	ANS	75	Complete
4	AA	75	Complete

5	APC	85	Complete
6	A	75	Complete
7	AND	85	Complete
8	AAP	75	Complete
9	FR	70	Incomplete
10	FAR	75	Complete
11	FKM	80	Complete
12	HH	75	Complete
13	IMA	60	Incomplete
14	KKP	75	Complete
15	KABM	75	Complete
16	MRR	75	Complete
17	MZU	80	Complete
18	P	85	Complete
19	RA	75	Complete
20	RAI	75	Complete
21	SNS	75	Complete
22	SR	65	Incomplete
23	SM	75	Complete
24	TD	75	Complete
25	TH	65	Incomplete
26	WPS	75	Complete
27	YA	75	Complete
<b>Total</b>		<b>2035</b>	
<b>Highest Score</b>		<b>90</b>	
<b>Average</b>		<b>75.37</b>	
<b>Low Score</b>		<b>60</b>	

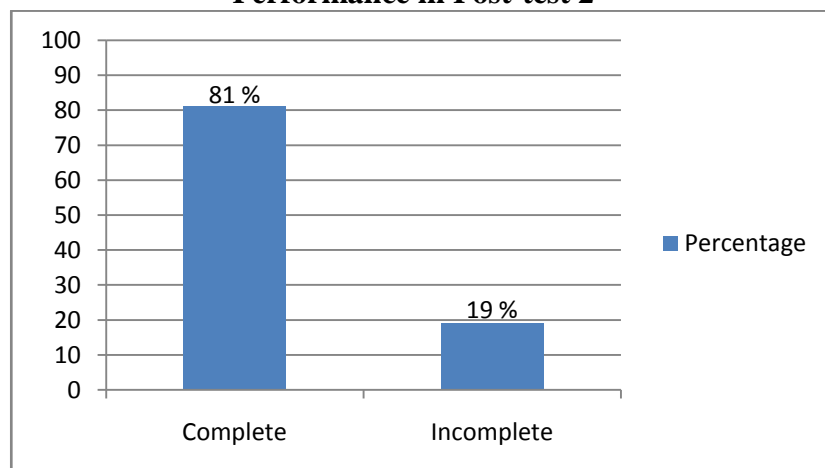
Based on the table above, it could be seen that the students' average score in post-test 2 was 75,37. The highest score was 90 and the lowest score was 60. It means that there were increasing score in post test 2.

**Table 16**  
**Frequency Distribution of Students' Speaking**  
**Performance Score in Post-test 2**

No.	Score	Category	Frequency	Percentage
1	$\geq 75$	Complete	22	81%
2	$< 75$	Incomplete	5	19%
Total			27	100%

Then, the graph of percentage students' speaking performance post-test 2 score could be seen as follow:

**Figure 6**  
**Percentage of the Result Score of Students' Speaking**  
**Performance in Post-test 2**



From the table and figure above, it can be seen that there was an increasing score from post-test 1 and post-test 2. There were 81% or 22 students who passed the minimum mastery score. It means that post-test 2 was successful because the indicator of success was achieved.

### 3) Observing

In this step, the researcher presented the material by using Match Game. In learning process, there were also five

indicators used to know the students' activities like in the learning process previously.

Based on the result of the observation sheet in cycle 2, the researcher indicated that learning process in cycle 2 was successful. The result of students' learning activities observation as follow:

**Table 17**  
**The Students' Activities in Cycle 2**

No.	Students Activities	Frequency	Percentage
1	The students pay attention to the explanation from teacher	26	96,59
2	Giving respond	22	81,48
3	Active in class	25	92,59
4	Making note	24	88,89
5	Doing the task	19	70,37

Based on the result of the research in cycle 2, it could be inferred that cycle 2 was successful. The researcher felt satisfied about the result of the research. There were >70 % of students passed the test and active in learning process.

#### 4) Reflection

At the end of this cycle, it could be analyzed the comparison score between students post-test 1 and post-test 2 that could be seen on the following table

:

**Table 18**  
**The Comparison Students' Speaking Performance Score**  
**in Post-test 1 and Post-test 2**

No.	Name	Post-test 1	Category	Post-test 2	Category	Category
1	AETD	80	Complete	90	Complete	Increased
2	AS	65	Incomplete	70	Incomplete	Increased
3	ANS	75	Complete	75	Complete	Constant
4	AA	75	Complete	75	Complete	Constant
5	APC	80	Complete	85	Complete	Increased
6	A	65	Incomplete	75	Complete	Increased
7	AND	75	Complete	85	Complete	Increased
8	AAP	65	Incomplete	75	Complete	Increased
9	FR	65	Incomplete	70	Incomplete	Increased
10	FAR	70	Incomplete	75	Complete	Increased
11	FKM	75	Complete	80	Complete	Increased
12	HH	55	Incomplete	75	Complete	Increased
13	IMA	55	Incomplete	60	Incomplete	Increased
14	KKP	60	Incomplete	75	Complete	Increased
15	KABM	60	Incomplete	75	Complete	Increased
16	MRR	60	Incomplete	75	Complete	Increased
17	MZU	70	Incomplete	80	Complete	Increased
18	P	70	Incomplete	85	Complete	Increased
19	RA	65	Incomplete	75	Complete	Increased
20	RAI	70	Incomplete	75	Complete	Increased
21	SNS	65	Incomplete	75	Complete	Increased
22	SR	65	Incomplete	65	Incomplete	Constant
23	SM	75	Complete	75	Complete	Constant
24	TD	70	Incomplete	75	Complete	Increased
25	TH	55	Incomplete	65	Incomplete	Increased
26	WPS	65	Incomplete	75	Complete	Increased
27	YA	60	Incomplete	75	Complete	Increased
<b>Total</b>		<b>1810</b>		<b>2035</b>		
<b>Average</b>		<b>67.04</b>		<b>75.37</b>		

Based on the table 17 the researcher measured the frequency of student's speaking performance score at post-test 1 and post-test 2 could be seen as follow:

**Table 19**  
**The Comparison Frequency of Student's Speaking Performance Score in Post-test 1 and Post-test 2**

No.	Score	Category	Post-test 1		Post-test 2	
			F	P	F	P
1.	$\geq 75$	Complete	7	26 %	22	81 %
2.	$< 75$	Incomplete	20	74 %	5	19 %
Total			27	100 %	27	100 %

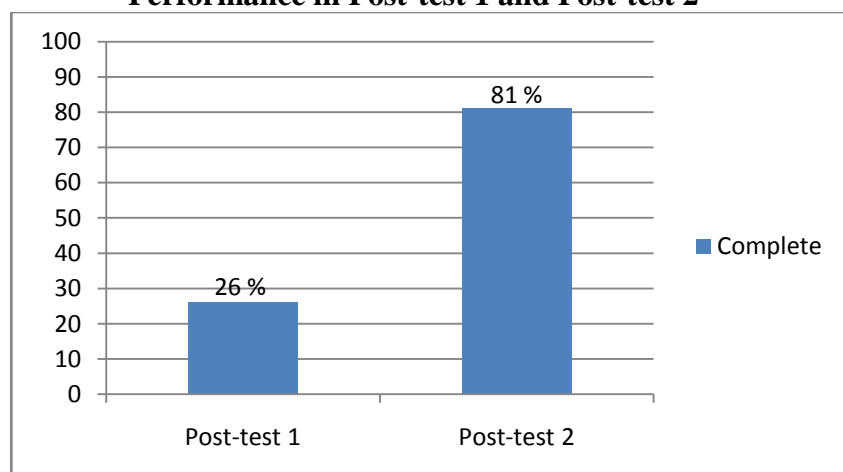
**Notes:**

F = Frequency

P = Percentage

Then, the graph of percentage student's speaking performance in post-test 1 and post-test 2 score could be seen as follow:

**Figure 7**  
**Percentage of the Result Score of Student's Speaking Performance in Post-test 1 and Post-test 2**



The result score of cycle 2 was better than cycle 1. There was significant improvement in this cycle. The percentage of complete score 26 % in post-test 1 improve 81 %

in post-test 2 and the average score in the post-test 1 was increased from 67,04 became 75,37 in the post-test 2. The condition of the class was getting better than before and the students became more active in the class during the teaching learning process. Finally it could be proved that Match Game could improve the students' speaking performance.

## **B. Interpretation**

### **1. The Learning Result Cycle 1**

In this research, a researcher gave the students pre-test individually for the purpose to know the students' speaking performance before giving a treatment. in the pre-test, there were only 5 students (19%) who passed the pre-test and 22 students (81%) who failed the pre-test. Furthermore, in the pre-test, the lowest score was 50 and the highest score was 75.

After did the pre-test, the researcher gave the treatment to the students in cycle 1. The treatment was conducted by teaching the students using Match Game. Then, the researcher gave the post-test in the next meeting and the post-test was named post-test 1.

Afterwards, by analyzing the result of post-test 1, the researcher concluded that there were 7 students (26%) who passed the post-test 1. The lowest score was 55, the highest score was 80 and the average score was 67,04.

From the result of students' score in pre-test and post-test 1, there was an improving from the students' result score. It could be seen from the average score in pre-test 59,81 and post-test 1 67,04. Although there was improving for the students achievement, cycle 1 was not successful yet because only 7 students (26%) who passed the post-test 1. It means that in the cycle 1, the students' achievement could increase but the indicator of success was not reached.

## 2. The Learning Result Cycle 2

After analyzing the students' score in the post test of cycle 1, the researcher had to conduct the next cycle. In the next cycle, the researcher gave post test 2. Furthermore, the researcher analyzed the result of post-test 2 and concluded that there were 22 students (81%) who passed the test. In this post-test, the lowest score was 60, the highest score was 90 and the average score was 75,37

From the result of the students' score from post-test 2, it could be concluded that there were improving scores. The improving score could be seen on the average score. The average score in post-test 1 was 67,04 then increased to 75,37 in the post-test 2. In the pre-test, post-test 1 and post-test 2 the total students who got score  $\geq 75$  were 5, 7, and 22 students. Because the achievement of students had increased and the indicator of success was reached, the researcher was successful and could be stopped in cycle 2.



3. The Comparison of Students' Score in Pre-test, Post-test 1 and Post-test 2

English learning process was successful in cycle 1 but the students' average score was low. While, the score of the students in post-test 1 was higher than pre-test. Moreover, in cycle 2 students' average score was higher than cycle 1. The following score in cycle 1 and cycle 2 was illustrated as follow:

**Table 20**  
**The Comparison Students' Speaking Performance Score**  
**in Pre-test, Post-test 1 and Post-test 2**

No.	Name	Pre-test	Post-test 1	Post-Test 2
1	AETD	75	80	90
2	AS	50	65	70
3	ANS	75	75	75
4	AA	60	75	75
5	APC	75	80	85
6	A	50	65	75
7	AND	75	75	85
8	AAP	65	65	75
9	FR	55	65	70
10	FAR	70	70	75
11	FKM	60	75	80
12	HH	50	55	75
13	IMA	50	55	60
14	KKP	55	60	75
15	KABM	50	60	75
16	MRR	50	60	75
17	MZU	55	70	80
18	P	55	70	85
19	RA	60	65	75
20	RAI	55	70	75
21	SNS	55	65	75

22	SR	55	65	65
23	SM	75	75	75
24	TD	70	70	75
25	TH	55	55	65
26	WPS	55	65	75
27	YA	60	60	75
<b>Total</b>		<b>1615</b>	<b>1810</b>	<b>2035</b>
<b>Average</b>		<b>59.81</b>	<b>67.04</b>	<b>75.37</b>

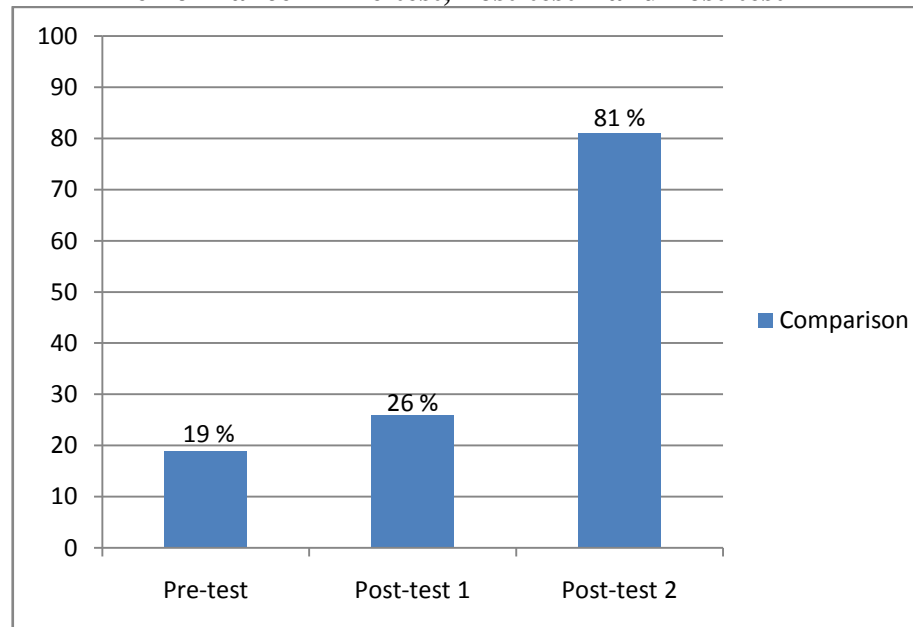
Based on the result of pre-test, post-test 1 and post-test 2, it was known that there was a positive significant improving of the students' score. It could be seen from the average score 59,81 to 67,04 became 75,37. Therefore, the researcher concluded that the research was successful because the indicator of success whether the students' score and the activeness of the students in learning process of this research had been achieved.

**Table 21**  
**The Comparison Average of Students' Speaking Performance**  
**Score in Pre-test, Post-test 1, and Post-test 2**

No	Score	Category	Pre-test		Post-test 1		Post-test 2	
			F	P	F	P	F	P
1.	≥75	Complete	5	19%	7	26%	22	81%
2.	<75	Incomplete	22	81%	20	74%	5	19%
Total			27	100%	27	100%	27	100%

Then, the graph of percentage students' speaking performance in Pre-test, Post-test 1, and Post-test 2 score could be seen as follow:

**Figure 8**  
**Percentage of the Result Score of Students' Speaking Performance in Pre-test, Post-test 1 and Post-test 2**



Based on the figure above, it can be inferred that Match Game could improve the students' speaking performance. It is supported by improving score of the students from pre-test to post-test 1 and from post-test 1 to post-test 2.

### **C. Discussion**

Based on the result of the research in cycle 1 and cycle 2, it could be concluded that the use of Match Game can improve the students' speaking performance. There were improving percentage of score from pre-test that was 19 %, post-test 1 that was 26 % and post-test 2 that was 81 %.

In relation to the results of this research. The researcher found that there was significant increasement of students' activity, who where taught

by using match game. It mean that match game could help the students in improving their speaking performance. It could also help the teacher to improve the students' interest in studying speaking performance of the class.

It teaching learning process, the researcher found some problems such as low vocabulary, low interest or motivation in learning, and the teacher less communication with the students so they were reluctant to be open about the difficulties in learning. The results showed that match game can communicate directly so able to affect the improvement of learning results. It in line with the theory of leila keterlinus. She states " match game in learning process can be able to create a communicate directly ".

In applied this strategy at the tenth graders of senior high school Muhammadiyah 1 Metro, the researcher found that students were more active in giving their contribution because they focused on the strategy. The researcher could say that the problems had been solved by using match game. According to Stephen J. Davis, "the objective of match game is to find similar card pairs using visual recall. The game supports standard-based skills that require equivalent matching. Students would learn the definition of key terms in a new study unit and help design unique learning activities".

The teacher should motivate students to always study of english speaking and motivate the passive students in order to be brave to express

their idea. Furthermore, it proved that match game could improve the students' speaking performance. As what had been showed, that there was an increasing of students' activities during the learning processing of cycle i and cycle ii through match game. It means that match game had positive effect to improve the teaching learning process.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

Based on research finding and interpretation, the researcher would like point out the conclusions, as follows:

Based on explanation of cycle 1 and cycle 2, it could be inferred that the use of match game could improve the students' speaking performance. There was a progress percentage of score from pre-test 19 %, post-test 1 was 26 % and become 81 % in post-test in cycle 2. We could be seen that there was an improvement on the percentage score and total of the students who passed the test from pre-test, post-test 1 and post-test 2

Researcher used Match game as a strategy in learning process, and as we can see above, there was a significant increase in outcomes from post-test I to post-test II. It can prove that the use of match games can improve student learning outcomes, and can also help students in mastering speaking performance in the classroom.

The use of strategy in learning is very effective, so the teacher can use match games as one of the strategy in overcoming problems that occur in learning English, especially speaking performance.

## **B. Suggestions**

Based on the result of the research, the researcher would like to give some suggestion as follows:

1. The students are suggested to be active in learning process in order to they can understand the material and improve their result especially in speaking performance.
2. The English teacher are suggested to use match game as a strategy in learning because this strategy is effective to improve the students' speaking performance in learning process.
3. The principle is supposed to give more motivation to the teacher in order to make the students more excite in English learning.

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# APPENDICES

## LEARNING SYLLABUS

**Subject : ENGLISH**

**Class : X (Ten)**

**Core Competence :**

KI 1 : Live and practice the teachings of the religion adopted

KI 2 : Live and practice honest, disciplined, responsible, caring (collaborative, tolerant, peaceful), polite, responsive and pro-active behavior and show attitude as part of the solution to various problems in interacting effectively with the social and natural environment and in placing themselves a reflection of the nation in world association

KI 3 : Understand, apply, analyze factually, conceptually, procedurally based on their curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to phenomena and events, as well as applying procedural to the field of study specific ones according to their talents and interests to solve problems

KI 4 : Processing, reasoning, and presenting in concrete and abstract realms applied with the development of that was learned in school independently, and able to use methods according to scientific rules.

Basic Competence	Learning Materials	Learning Activities
3.4 Distinguish social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for information regarding famous tourist	Social functions : Introducing, identifying, criticizing, etc. Text structure : Include, 1. Identification (overall name and part) 2. Nature (size, color, shape, form, etc.)	<b>Observing</b> 1. The teacher gives an example of descriptive text 2. The students pay attention to examples of descriptive text

Basic Competence	Learning Materials	Learning Activities
<p>attractions and historic buildings, short and simple, according to the context of their use.</p> <p>4.4 Descriptive text</p> <p>4.4.1 Knowing contextually meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to famous tourist attractions and historic buildings</p> <p>4.4.2 Arrange oral and written descriptive texts, short and simple, related to famous tourist attractions and historic buildings, with</p>	<p>3. Functions, benefits, actions, habits</p> <p>Language elements :</p> <ol style="list-style-type: none"> <li>1. Vocabulary and terms related to famous tourist attractions and historic buildings</li> <li>2. Adverb related properties such as quite, very, extremely, etc.</li> <li>3. Declaraif and interrogative sentences in correct tense</li> <li>4. Singular and plural nouns appropriately, with or without a, the, this, those, my, their, etc.</li> <li>5. Speech, word pressure, intonation, spelling, punctuation, and handwriting</li> </ol> <p>Topic:</p> <p>Description of tourist attractions and historic buildings that can foster behavior contained in KI.</p>	<ol style="list-style-type: none"> <li>3. The teacher shows the picture as an example of descriptive text</li> <li>4. The students observe the picture shown by the teacher</li> </ol> <p><b>Questioning</b></p> <ol style="list-style-type: none"> <li>1. The teacher invites students to ask questions about tourist attractions or historic buildings</li> <li>2. The students ask questions about tourist attractions and historic buildings</li> <li>3. The teacher asks students place that have been visited</li> <li>4. The Students respond to questions from the teacher</li> </ol> <p><b>Exploring</b></p> <ol style="list-style-type: none"> <li>1. The teacher mentioned the names of tourist attractions and historic buildings</li> </ol>

Basic Competence	Learning Materials	Learning Activities
<p>with regard to social functions, text structure, and linguistic elements, correctly and in context.</p>		<p>to the students</p> <ol style="list-style-type: none"> <li>4. The students pay attention to the information given by the teacher</li> <li>5. The teacher asks students to mention the name of tourist attractions or historical buildings they know</li> <li>6. The students respond and mention the name of tourist attractions and historical buildings they know</li> </ol> <p><b>Associating</b></p> <ol style="list-style-type: none"> <li>1. The teacher prepares a match game as a media to deliver the material</li> <li>2. The students listen to the teacher</li> <li>3. The teacher divides students into two large groups</li> <li>4. The students gather according to groups that have been determined</li> </ol>

<b>Basic Competence</b>	<b>Learning Materials</b>	<b>Learning Activities</b>
		<b>Communicating</b> <ol style="list-style-type: none"><li data-bbox="1529 347 2123 437">1. The teacher prepares topics for to choose by the students</li><li data-bbox="1529 459 2123 549">2. The students choose the theme given by the teacher</li><li data-bbox="1529 571 2123 660">3. The teacher asks students to describe according to the chosen theme</li><li data-bbox="1529 683 2123 711">4. The students describe the chosen theme</li></ol>

## LESSON PLAN 1

<b>School</b>	<b>: SMA Muhammadiyah 1 Metro</b>
<b>Subject</b>	<b>: Bahasa Inggris (Wajib)</b>
<b>Class/Semester</b>	<b>: X/II</b>
<b>Theme</b>	<b>: Descriptive Text</b>
<b>Time Allocation</b>	<b>: 2 x 40 Minutes</b>

### A. Core Competence

- KI 1 : Explore and practice the teachings of the religion adopted.
- KI 2 : Explore and practice honest behavior, discipline, responsibility, caring (cooperation, tolerance, and peace), polite, responsive, proactive and showing attitude as a part of the solution to various problems in interacting effectively with the social environment and nature also in placing itself as a reflection of the nation in world relations.
- KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilizations related to the causes of phenomena and events, also applying procedural knowledge to certain fields of observation according to their talents and interests to solve the problems.
- KI 4 : Processing, reasoning, and presenting in concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to scientific teachings.

**B. Basic Competence and Indicator**

<b>Basic Competence</b>	<b>Indicator</b>
<p>3.4 Distinguish social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for information regarding famous tourist attractions and historic buildings, short and simple, according to the context of their use.</p>	<p>3.4.1 Identify the text structure of giving and requesting information regarding tourist attractions and historic buildings</p> <p>3.4.2 Understanding the different elements of language in giving and asking for information regarding tourist attractions and famous historical buildings.</p>
<p>4.4 Descriptive text</p> <p>4.4.1 Knowing contextually meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to famous tourist attractions and historic buildings</p>	<p>4.4.1.1 Arrange descriptive texts about famous tourist attractions and historic buildings for their text structure and correct linguistic elements</p>
<p>4.4.2 Arrange oral and written descriptive texts, short and simple, related to famous</p>	<p>4.4.2.2 Arrange descriptive text verbally and writing</p>



<p>tourist attractions and historic buildings, with regard to social functions, text structure, and linguistic elements, correctly and in context.</p>	<p>4.4.2.3 Reveal verbally descriptive text related to famous tourist attractions and historic buildings by paying attention to social functions, text structure, and correct language elements.</p>
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### C. Learning objectives

1. Students are able to identify the structure of the text and linguistic elements based on the text given correctly.
2. Students are able to correctly distinguish linguistic elements in requesting and providing information regarding the famous tourist attractions and historical buildings.
3. Students are able to compose descriptive texts related to the famous tourist attractions and historic buildings for their correct structure of text and linguistic elements.
4. Students are able to compose descriptive texts in oral and written forms.
5. Students are able to convey descriptive texts verbally related to the famous tourist attractions and historic buildings with the correct structure of text and linguistic elements.

### D. Learning Material

Social functions : Introducing, identifying, criticizing, etc.

Text structure : Include,

1. Identification (overall name and part)
2. Nature (size, color, shape, form, etc.)
3. Functions, benefits, actions, habits

Language elements :

6. Vocabulary and terms related to famous tourist attractions and historic buildings
7. Adverb related properties such as quite, very, extremely, etc.
8. Declarative and interrogative sentences in correct tense
9. Singular and plural nouns appropriately, with or without a, the, this, those, my, their, etc.
10. Speech, word pressure, intonation, spelling, punctuation, and handwriting

Topic : Description of tourist attractions and historic buildings that can foster behavior contained in KI.

#### **E. Learning Method**

Scientific Approach

#### **F. Media and Source**

1. Media
  - a. Card
  - b. Picture
2. Source
  - a. English Book Curriculum 2013 Revisi Edition
  - b. Internet
  - c. Relevant English books

#### **G. Learning Procedure**

<b>Pre-Activity 10'</b>	
<b>Greetings</b>	
<b>Teacher</b>	<b>Students</b>
1. The teacher greets	1. The students answer greetings
2. The teacher checks the presence of students	2. The students listen when the teacher checks for attendance
3. The teacher delivers the material to be learned	3. The students listen to the delivery of the teacher

<b>Core Activity 60'</b>	
<b>Observing</b>	
<b>Teacher</b>	<b>Students</b>
3. The teacher gives an example of descriptive text	1. The students pay attention to examples of descriptive text
4. The teacher shows the picture as an example of descriptive text	2. The students observe the picture shown by the teacher
<b>Questioning</b>	
<b>Teacher</b>	<b>Students</b>
5. The teacher invites students to ask questions about tourist attractions or historic buildings	1. The students ask questions about tourist attractions and historic buildings
6. The teacher asks students place that have been visited	2. The Students respond to questions from the teacher
<b>Exploring</b>	
<b>Teacher</b>	<b>Students</b>
1. The teacher mentioned the names of tourist attractions and historic buildings to the students	1. The students pay attention to the information given by the teacher
2. The teacher asks students to mention the name of tourist attractions or historical buildings they know	2. The students respond and mention the name of tourist attractions and historical buildings they know
<b>Associating</b>	
<b>Teacher</b>	<b>Students</b>
5. The teacher prepares a match game as a media to deliver the material	1. The students listen to the teacher
	2. The students gather according to groups that have been

6. The teacher divides students into two large groups	determined
<b>Communicating</b>	
<b>Teacher</b>	<b>Students</b>
1. The teacher prepares topics for to choose by the students 2. The teacher asks students to describe according to the chosen theme	1. The students choose the theme given by the teacher 2. The students describe the chosen theme
<b>Closing 10'</b>	
<b>Refleksi</b>	
<b>Teacher</b>	<b>Students</b>
1. The teacher reflects and conclude the things that have been learned 2. The teacher conveys information about the lesson plan activities at the next meeting 3. The teacher says goodbye	1. The students reflect and listen to the teacher conclude the things that have been learned 2. The students pay attention to information about lesson plan for the next meeting 3. The students answer goodbye

#### H. Assessment

1. Attitude (with observation sheet)
2. Knowledge
3. Skills (With rubric rating)

## ASSESSMENT RUBRIC

## a. Assessment aspects of knowledge

Individual assessment format :

Implementation date :

Name of student :

NIS :

No.	Rated aspect	Score
1	Vocabulary	
2	Accurancy	
3	Pronounciation	

## 1) Vocabulary

5 = Perfect

4 = There is an error but does not disturb with the meaning

3 = There are errors and disturbing meaning

2 = Many mistakes and disturbing meaning

1 = Too many mistakes so it's hard to understand

## 2) Accurancy

## 3) Pronounciation

## b. Assessment aspects of knowledge

Individual assessment format :

Implementation date :

Name of student :

NIS :

No.	Rated aspect	Score
1	Respect	
2	Care	

3	Brave	
4	Confidence	
5	Curiosity	

## 1) Respect

5 = Always showing the respect

4 = Ever showing disrespect

3 = Several times showed disrespect

2 = Often shows disrespect

1 = Very often shows disrespect

## 2) Care

## 3) Brave

## 4) Confidence

## 5) Curiosity

## c. Assessment aspects of behavior

Individual assessment format :

Implementation date :

Name of student :

NIS :

No.	Rated aspect	Score
1	Communicative action	
2	Team work	

## 1) Communicative action

5 = Always carry out appropriate communication activities

4 = Often carry out appropriate communication activities

3 = Several times carry out appropriate communication activities

2 = Ever do the right communication activities

1 = Never do the right communication activities.

2) Team work

5 = Always cooperation

4 = Often cooperation

3 = Several times working together

2 = Ever working together

1 = Never working together

Collaborator



**Ngaderi, S.Pd**

NIP 197307052000121005

Metro, January 11<sup>st</sup>, 2019  
Researcher



**Dwi Putri Abadi**

St Number 14121257



**Head Master of  
SMA Muhammadiyah 1 Metro**



**Drs. Ruslani**  
NBM 772931

## LESSON PLAN 2

<b>School</b>	<b>: SMA Muhammadiyah 1 Metro</b>
<b>Subject</b>	<b>: Bahasa Inggris (Wajib)</b>
<b>Class/Semester</b>	<b>: X/II</b>
<b>Theme</b>	<b>: Descriptive Text</b>
<b>Time Allocation</b>	<b>: 2 x 40 Minutes</b>

### I. Core Competence

- KI 1 : Explore and practice the teachings of the religion adopted.
- KI 2 : Explore and practice honest behavior, discipline, responsibility, caring (cooperation, tolerance, and peace), polite, responsive, proactive and showing attitude as a part of the solution to various problems in interacting effectively with the social environment and nature also in placing itself as a reflection of the nation in world relations.
- KI 3 : Understanding, applying, analyzing factual knowledge, conceptual, procedural based on curiosity about science, technology, art, culture, and humanities with insight into humanity, nationality, statehood, and civilizations related to the causes of phenomena and events, also applying procedural knowledge to certain fields of observation according to their talents and interests to solve the problems.
- KI 4 : Processing, reasoning, and presenting in concrete and abstract realms related to the development of what they learn in school independently, and being able to use methods according to scientific teachings.



**J. Basic Competence and Indicator**

<b>Basic Competence</b>	<b>Indicator</b>
3.4 Distinguish social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and asking for information regarding famous tourist attractions and historic buildings, short and simple, according to the context of their use.	3.4.1 Identify the text structure of giving and requesting information regarding tourist attractions and historic buildings  3.4.2 Understanding the different elements of language in giving and asking for information regarding tourist attractions and famous historical buildings.
4.4.1 Knowing contextually meaning related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to famous tourist attractions and historic buildings	4.4.1.1 Arrange descriptive texts about famous tourist attractions and historic buildings for their text structure and correct linguistic elements
4.4.2 Arrange oral and written descriptive texts, short and simple, related to famous	4.4.2.2 Arrange descriptive text verbally and writing

<p>tourist attractions and historic buildings, with regard to social functions, text structure, and linguistic elements, correctly and in context.</p>	<p>4.4.2.3 Reveal verbally descriptive text related to famous tourist attractions and historic buildings by paying attention to social functions, text structure, and correct language elements.</p>
--	--

### **K. Learning objectives**

6. Students are able to identify the structure of the text and linguistic elements based on the text given correctly.
7. Students are able to correctly distinguish linguistic elements in requesting and providing information regarding the famous tourist attractions and historical buildings.
8. Students are able to compose descriptive texts related to the famous tourist attractions and historic buildings for their correct structure of text and linguistic elements.
9. Students are able to compose descriptive texts in oral and written forms.
10. Students are able to convey descriptive texts verbally related to the famous tourist attractions and historic buildings with the correct structure of text and linguistic elements.

### **L. Learning Material**

Social functions : Introducing, identifying, criticizing, etc.

Text structure : Include,

4. Identification (overall name and part)
5. Nature (size, color, shape, form, etc.)
6. Functions, benefits, actions, habits

Language elements :

11. Vocabulary and terms related to famous tourist attractions and historic buildings
12. Adverb related properties such as quite, very, extremely, etc.
13. Declarative and interrogative sentences in correct tense
14. Singular and plural nouns appropriately, with or without a, the, this, those, my, their, etc.
15. Speech, word pressure, intonation, spelling, punctuation, and handwriting

Topic : Description of tourist attractions and historic buildings that can foster behavior contained in KI.

#### **M. Learning Method**

Scientific Approach

#### **N. Media and Source**

3. Media
  - c. Card
  - d. Picture
4. Source
  - d. English Book Curriculum 2013 Revisi Edition
  - e. Internet
  - f. Relevant English books

#### **O. Learning Procedure**

<b>Pre-Activity 10'</b>	
<b>Greetings</b>	
<b>Teacher</b>	<b>Students</b>
4. The teacher greets	4. The students answer greetings
5. The teacher checks the presence of students	5. The students listen when the teacher checks for attendance
6. The teacher reviews the material discussed at the	6. Students listen to reviews of material presented by the teacher

previous meeting	
<b>Core Activity 60'</b>	
<b>Observing</b>	
<b>Teacher</b>	<b>Students</b>
5. The teacher gives an example of descriptive text 6. The teacher shows the picture as an example of descriptive text	3. The students pay attention to examples of descriptive text 4. The students observe the picture shown by the teacher
<b>Questioning</b>	
<b>Teacher</b>	<b>Students</b>
7. The teacher invites students to ask questions about tourist attractions or historic buildings 8. The teacher asks students place that have been visited	3. The students ask questions about tourist attractions and historic buildings 4. The Students respond to questions from the teacher
<b>Exploring</b>	
<b>Teacher</b>	<b>Students</b>
3. The teacher mentioned the names of tourist attractions and historic buildings to the students 4. The teacher asks students to mention the name of tourist attractions or historical buildings they know	3. The students pay attention to the information given by the teacher 4. The students respond and mention the name of tourist attractions and historical buildings they know
<b>Associating</b>	
<b>Teacher</b>	<b>Students</b>
7. The teacher prepares a match game as a media to deliver the	3. The students listen to the teacher 4. The students gather according to

material	groups that have been determined
8. The teacher divides students into two large groups	
<b>Communicating</b>	
<b>Teacher</b>	<b>Students</b>
3. The teacher prepares topics for to choose by the students	3. The students choose the theme given by the teacher
4. The teacher asks students to describe according to the chosen theme	4. The students describe the chosen theme
<b>Closing 10'</b>	
<b>Refleksi</b>	
<b>Teacher</b>	<b>Students</b>
4. The teacher reflects and conclude the things that have been learned	4. The students reflect and listen to the teacher conclude the things that have been learned
5. The teacher conveys information about the lesson plan activities at the next meeting	5. The students pay attention to information about lesson plan for the next meeting
6. The teacher says goodbye	6. The students answer goodbye

#### **P. Assessment**

4. Attitude (with observation sheet)
5. Knowledge
6. Skills (With rubric rating)

## ASSESSMENT RUBRIC

## d. Assessment aspects of knowledge

Individual assessment format :

Implementation date :

Name of student :

NIS :

No.	Rated aspect	Score
1	Vocabulary	
2	Accurancy	
3	Pronounciation	

## 4) Vocabulary

5 = Perfect

4 = There is an error but does not disturb with the meaning

3 = There are errors and disturbing meaning

2 = Many mistakes and disturbing meaning

1 = Too many mistakes so it's hard to understand

## 5) Accurancy

## 6) Pronounciation

## e. Assessment aspects of knowledge

Individual assessment format :

Implementation date :

Name of student :

NIS :

No.	Rated aspect	Score
1	Respect	
2	Care	

3	Brave	
4	Confidence	
5	Curiosity	

## 6) Respect

5 = Always showing the respect

4 = Ever showing disrespect

3 = Several times showed disrespect

2 = Often shows disrespect

1 = Very often shows disrespect

## 7) Care

## 8) Brave

## 9) Confidence

## 10) Curiosity

## f. Assessment aspects of behavior

Individual assessment format :

Implementation date :

Name of student :

NIS :

No.	Rated aspect	Score
1	Communicative action	
2	Team work	

## 2) Communicative action

5 = Always carry out appropriate communication activities

4 = Often carry out appropriate communication activities

3 = Several times carry out appropriate communication activities


- 1 = Never do the right communication activities.
- 2) Team work
- 5 = Always cooperation
  - 4 = Often cooperation
  - 3 = Several times working together
  - 2 = Ever working together
  - 1 = Never working together

Collaborator



**Ngaderi, S.Pd**  
NIP 197307052000121005


Metro, January 15<sup>th</sup>, 2019  
Researcher



**Dwi Putri Abadi**  
St Number 14121257



**Head Master of  
SMA Muhammadiyah 1 Metro**

  
**Drs. Ruslani**  
NBM 772931



## **Instrument of Pre – Test**

### **Instruction:**

Please tell us about yourself (Introducing yourself)!

## **Instrument of Post-test 1**

### **Instructions:**

1. Choose one of the following topics:
  - Beach
  - Monas
2. Make your description based on the topics!
3. Tell your story in front of the class!

## **Instrument of Post-test 2**

### **Instructions:**

1. Choose one of the following topics:
  - Borobudur
  - Way Kambas
  - Tangkuban Perahu
2. Make your description based on the topics!
3. Tell your story in front of the class!

**The Result Score of Students Speaking Performance in Pre-Test**

No	Name	F	P	V	G	I	Total Point	Total Score	Category
1.	AETD	3	4	3	2	3	15	75	Complete
2.	AS	2	3	2	1	2	10	50	Incomplete
3.	ANS	3	4	3	3	2	15	75	Complete
4.	AA	2	3	3	2	2	12	60	Incomplete
5.	APC	3	4	3	3	2	15	75	Complete
6.	A	3	2	2	2	1	10	50	Incomplete
7.	AND	2	4	4	3	2	15	75	Complete
8.	AAP	3	2	3	3	2	13	65	Incomplete
9.	FR	2	2	3	2	2	11	55	Incomplete
10.	FAR	3	3	3	3	2	14	70	Incomplete
11.	FKM	3	3	2	3	2	13	60	Incomplete
12.	HH	3	1	2	2	2	10	50	Incomplete
13.	IMA	2	2	2	2	2	10	50	Incomplete
14.	KKP	3	2	3	2	1	11	55	Incomplete
15.	KABM	3	2	1	2	2	10	50	Incomplete
16.	MRR	2	2	3	1	2	10	50	Incomplete
17.	MZU	3	2	2	2	2	11	55	Incomplete
18.	P	2	2	3	2	2	11	55	Incomplete
19.	RA	3	3	2	2	2	12	60	Incomplete
20.	RAI	3	2	2	2	2	11	55	Incomplete
21.	SNS	3	2	3	1	2	11	55	Incomplete
22.	SR	2	2	3	2	2	11	55	Incomplete
23.	SM	3	3	3	3	3	15	75	Complete
24.	TD	3	3	3	3	2	14	70	Incomplete
25.	TH	2	3	2	2	2	11	55	Incomplete
26.	WPS	3	2	2	2	2	11	55	Incomplete
27.	YA	3	3	2	2	2	12	60	Incomplete
<b>Total</b>								<b>1615</b>	
<b>Highest Score</b>								<b>75</b>	
<b>Average</b>								<b>59.81</b>	
<b>Low Score</b>								<b>50</b>	

**Total Score** : Total Point x 5

**Notes** :

F : Fluency

P : Pronunciation

V : Vocabulary

G : Grammar

I : Intonasi

**The Result Score of Students Speaking Performance in Post-Test 1**

No.	Name	F	P	V	G	I	Total Point	Total Score	Category
1	AETD	4	4	3	3	2	16	80	Complete
2	AS	3	2	3	3	2	13	65	Incomplete
3	ANS	3	3	3	3	3	15	75	Complete
4	AA	3	3	3	3	3	15	75	Complete
5	APC	3	4	3	3	3	16	80	Complete
6	A	3	2	3	3	2	13	65	Incomplete
7	AND	3	3	3	3	3	15	75	Complete
8	AAP	3	3	2	3	2	13	65	Incomplete
9	FR	3	2	3	3	2	13	65	Incomplete
10	FAR	3	2	3	3	3	14	70	Incomplete
11	FKM	2	3	5	3	2	15	75	Complete
12	HH	2	2	3	2	2	11	55	Incomplete
13	IMA	2	2	2	3	2	11	55	Incomplete
14	KKP	2	3	3	2	2	12	60	Incomplete
15	KABM	3	2	3	2	2	12	60	Incomplete
16	MRR	3	3	2	2	2	12	60	Incomplete
17	MZU	3	3	2	3	3	14	70	Incomplete
18	P	3	3	3	3	2	14	70	Incomplete
19	RA	3	2	2	3	3	13	65	Incomplete
20	RAI	3	3	3	3	2	14	70	Incomplete
21	SNS	3	3	3	2	2	13	65	Incomplete
22	SR	2	2	3	3	3	13	65	Incomplete
23	SM	3	3	3	3	3	15	75	Complete
24	TD	3	3	3	3	2	14	70	Incomplete
25	TH	2	2	3	2	2	11	55	Incomplete
26	WPS	3	2	3	3	2	13	65	Incomplete
27	YA	2	2	3	3	2	12	60	Incomplete
<b>Total Score</b>								<b>1810</b>	
<b>Highest Score</b>								<b>80</b>	
<b>Average Score</b>								<b>67.04</b>	
<b>Lowest Score</b>								<b>55</b>	

**Total Score** : Total Point x 5

**Notes** :

F : Fluency

P : Pronunciation

V : Vocabulary

G : Grammar

I : Intonasi

**The Result Score of Students Speaking Performance in Post-Test 2**

No.	Name	F	P	V	G	I	Total Point	Total Score	Category
1	AETD	4	4	3	4	3	18	90	Complete
2	AS	2	3	3	3	3	14	70	Incomplete
3	ANS	3	3	3	3	3	15	75	Complete
4	AA	3	2	3	4	3	15	75	Complete
5	APC	3	4	3	4	3	17	85	Complete
6	A	3	3	3	3	3	15	75	Complete
7	AND	3	4	3	4	3	17	85	Complete
8	AAP	3	3	3	3	3	15	75	Complete
9	FR	3	2	3	3	3	14	70	Incomplete
10	FAR	3	3	3	3	3	15	75	Complete
11	FKM	3	3	3	4	3	16	80	Complete
12	HH	3	2	3	4	3	15	75	Complete
13	IMA	2	2	2	3	3	12	60	Incomplete
14	KKP	3	3	3	3	3	15	75	Complete
15	KABM	3	3	3	3	3	15	75	Complete
16	MRR	2	3	3	4	3	15	75	Complete
17	MZU	3	3	3	4	3	16	80	Complete
18	P	4	3	3	4	3	17	85	Complete
19	RA	3	3	3	3	3	15	75	Complete
20	RAI	3	2	3	4	3	15	75	Complete
21	SNS	3	3	3	3	3	15	75	Complete
22	SR	3	3	2	2	3	13	65	Incomplete
23	SM	3	2	3	4	3	15	75	Complete
24	TD	3	3	3	3	3	15	75	Complete
25	TH	3	2	2	3	3	13	65	Incomplete
26	WPS	3	2	3	4	3	15	75	Complete
27	YA	2	3	3	4	3	15	75	Complete
<b>Total</b>								<b>2035</b>	
<b>Highest Score</b>								<b>90</b>	
<b>Average</b>								<b>75.37</b>	
<b>Low Score</b>								<b>60</b>	



**Total Score** : Total Point x 5

**Notes** :

F : Fluency

P : Pronunciation

V : Vocabulary

G : Grammar

I : Intonasi

### Observation Sheet of Teacher Activities

#### Cycle 1

School : SMA Muhammadiyah 1 Metro

Class : X

Teacher Activity	Good	Enough	Less
<b>Pre teaching</b>			
a. Prepare the lesson plan	3		
b. Prepare the media that will be used	3		
c. Ability in opening the learning process	3		
<b>While teaching</b>			
a. Inform the objective of learning		2	
b. Explain the material chronologically		2	
c. Guide the students to follow the lesson		2	
d. Motivate the students to ask		2	
e. Practice the students to answer the question about the material		2	
<b>Post teaching</b>			
a. Conclude the result of learning process		2	
b. Close the learning activity		2	
<b>Total</b>	<b>9</b>	<b>14</b>	<b>0</b>
	<b>23</b>		

**Notes :**

Good = 3

Enough = 2

Less = 1

Collaborator



**Ngaderi, S.Pd**

NIP 19730705 2000121005

Metro, January 11<sup>st</sup>, 2019

Researcher



**Dwi Putri Abadi**

St Number 14121257

**Observation Sheet of Teacher Activities  
Cycle 2**

School : SMA Muhammadiyah 1 Metro

Class : X

Teacher Activity	Good	Enough	Less
<b>Pre teaching</b>			
d. Prepare the lesson plan	✓		
e. Prepare the media that will be used	✓		
f. Ability in opening the learning process	✓		
<b>While teaching</b>			
f. Inform the objective of learning		✓	
g. Explain the material chronologically		✓	
h. Guide the students to follow the lesson		✓	
i. Motivate the students to ask		✓	
j. Practice the students to answer the question about the material		✓	
<b>Post teaching</b>			
c. Conclude the result of learning process	✓		
d. Close the learning activity	✓		
<b>Total</b>	15	10	0
	25		

**Notes :**

Good = 1

Enough = 2

Less = 3

Collaborator



**Ngaderi, S.Pd**  
NIP 19730705 2000121005

Metro, January 15<sup>th</sup>, 2019  
Researcher



**Dwi Putri Abadi**  
St Number 14121257

**Observation Sheet of Students' Activities  
Cycle 1**

School : SMA Muhammadiyah 1 Metro

Class : X

No.	Name	Students Activities				
		1	2	3	4	5
1.	AETD	✓	✓	✓	✓	✓
2.	AS	✓	✓			
3.	ANS		✓	✓	✓	✓
4.	AA	✓	✓	✓		
5.	APC	✓	✓	✓	✓	
6.	A	✓			✓	
7.	AND		✓	✓	✓	✓
8.	AAP		✓	✓		
9.	FR	✓	✓	✓	✓	✓
10.	FAR	✓	✓	✓	✓	
11.	FKM	✓		✓	✓	✓
12.	HH		✓	✓		
13.	IMA		✓	✓	✓	✓
14.	KKP	✓	✓		✓	
15.	KABM	✓	✓	✓		✓
16.	MRR	✓		✓	✓	
17.	MZU		✓		✓	
18.	P	✓		✓		✓
19.	RA	✓	✓	✓		
20.	RAI	✓		✓	✓	
21.	SNS	✓		✓	✓	✓
22.	SR	✓	✓		✓	✓
23.	SM		✓	✓		
24.	TD			✓	✓	
25.	TH	✓	✓	✓	✓	✓
26.	WPS		✓	✓	✓	
27.	YA			✓	✓	
<b>Total</b>		<b>17</b>	<b>19</b>	<b>22</b>	<b>19</b>	<b>11</b>
<b>Percentage</b>		<b>62,96</b>	<b>70,37</b>	<b>81,48</b>	<b>70,37</b>	<b>40,75</b>

**Notes:**

- Tick (√) for each positive activity
- The students' activities that observed are:
  1. The students attention to the explanation from teacher
  2. Giving respond
  3. Active in class
  4. Making note
  5. Doing the task

Collaborator



**Ngaderi, S.Pd**  
NIP 197307052000121005

Metro, January 11<sup>st</sup>, 2019  
Researcher



**Dwi Putri Abadi**  
St Number 14121257

**Observation Sheet of Students' Activities  
Cycle 2**

School : SMA Muhammadiyah 1 Metro

Class : X

No.	Name	Students Activities				
		1	2	3	4	5
1	AETD	✓	✓	✓	✓	✓
2	AS	✓	✓		✓	✓
3	ANS	✓	✓	✓		✓
4	AA	✓	✓		✓	✓
5	APC	✓	✓	✓	✓	
6	A	✓	✓	✓	✓	✓
7	AND	✓	✓	✓	✓	✓
8	AAP	✓	✓	✓	✓	
9	FR	✓	✓	✓	✓	✓
10	FAR	✓	✓	✓	✓	✓
11	FKM	✓	✓	✓	✓	✓
12	HH	✓	✓		✓	
13	IMA	✓	✓		✓	
14	KKP	✓	✓	✓	✓	✓
15	KABM	✓		✓		✓
16	MRR		✓	✓	✓	✓
17	MZU	✓	✓	✓	✓	✓
18	P	✓	✓	✓	✓	✓
19	RA	✓	✓	✓	✓	
20	RAI	✓	✓	✓		
21	SNS	✓	✓	✓	✓	
22	SR	✓	✓	✓	✓	✓
23	SM	✓	✓	✓	✓	✓
24	TD	✓	✓	✓	✓	✓
25	TH	✓			✓	✓
26	WPS	✓	✓	✓	✓	✓
27	YA	✓	✓	✓	✓	
<b>Total</b>		<b>26</b>	<b>25</b>	<b>22</b>	<b>24</b>	<b>19</b>
<b>Percentage</b>		<b>96,29</b>	<b>92,59</b>	<b>81,48</b>	<b>88,89</b>	<b>70,37</b>

**Notes:**

- Tick (√) for each positive activity
- The students' activities that observed are:
  1. The students attention to the explanation from teacher
  2. Giving respond
  3. Active in class
  4. Making note
  5. Doing the task

Collaborator



**Ngaderi, S.Pd**  
NIP 197307052000121005

Metro, January 15<sup>th</sup>, 2019  
Researcher



**Dwi Putri Abadi**  
St Number 14121257

## DOCUMENTATION



The students introduced themselves (Pre-test)







The teacher explain the material



Teacher and students playing match game





The teacher gave the material (Post-Test 1)



The students practice in Post-Test 1



The teacher prepare of Match Game



The students playing Match Game





The students practice in Post-Test 2





**KEMENTERIAN AGAMA**  
**INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO LAMPUNG**  
**FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jl. Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0725) 41507 Fax. (0725) 47296 Website: [www.metrouniv.ac.id](http://www.metrouniv.ac.id), e-mail: [iain@metrouniv.ac.id](mailto:iain@metrouniv.ac.id)

Nomor : B-3435 /In.28.1/J/PP.00.9/11/2018  
Lamp : -  
Hal : **BIMBINGAN SKRIPSI**

31 Oktober 2018

Kepada Yth:

1. Drs. Kuryani, M.Pd (Pembimbing I)
2. Trisna Dinillah Harya, M.Pd (Pembimbing II)

Dosen Pembimbing Skripsi

Di -

Tempat

*Assalamu'alaikum Wr. Wb.*

Dalam rangka menyelesaikan studinya, untuk itu kami mengharapkan kesediaan Bapak/ Ibu untuk membimbing mahasiswa dibawah ini:

Nama : Dwi Putri Abadi  
NPM : 14121257  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Tadris Bahasa Inggris  
Judul : The Use Of Match Game To Improve The Students' Speaking Performance At The Tenth Grade Of Senior High School Of Muhammadiyah 1 Metro In Academic Year Of 2018/2019

Dengan ketentuan sebagai berikut:

1. Dosen Pembimbing, membimbing mahasiswa sejak penyusunan proposal sampai dengan penulisan skripsi, dengan ketentuan sbb:
  - a. Dosen pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV setelah dikoreksi pembimbing 2.
  - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan mengoreksi skripsi Bab I s.d Bab IV sebelum dikoreksi pembimbing 1.
2. Waktu menyelesaikan skripsi maksimal 4 (empat) semester sejak SK pembimbing skripsi ditetapkan oleh Fakultas.
3. Diwajibkan mengikuti pedoman penulisan karya ilmiah/skripsi edisi revisi yang telah ditetapkan oleh IAIN Metro.
4. Banyaknya halaman skripsi antara 40 s.d 60 halaman dengan ketentuan sebagai berikut:
  - a. Pendahuluan  $\pm$  1/6 bagian
  - b. Isi  $\pm$  2/3 bagian
  - c. Penutup  $\pm$  1/6 bagian

Demikian surat ini disampaikan untuk dimaklumi dan atas kesediaan Bapak/Ibu diucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*



Ketua Jurusan TBI,

**A. Subhan Roza, M.Pd**

NIP. 19750610 2008011014



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iaim@metrouniv.ac.id

Nomor : B-0934/In.28.1/J/TL.00/03/2018  
Lampiran : -  
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,  
Drs. Ruslani SMA MUHAMMADIYAH 1 METRO  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*


Dalam rangka penyelesaian Tugas Akhir/Skripsi, mohon kiranya Saudara berkenan memberikan izin kepada mahasiswa kami:

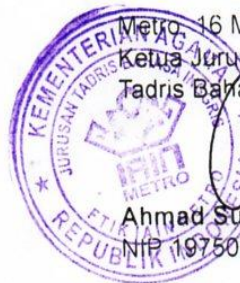
Nama : DWI PUTRI ABADI  
NPM : 14121257  
Semester : 8 (Delapan)  
Fakultas : Tarbiyah dan Ilmu Keguruan  
Jurusan : Pendidikan Bahasa Inggris  
Judul : THE USE OF MATCH GAME TO IMPROVE STUDENTS  
SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR  
HIGH SCHOOL MUHAMMADIYAH 1 METRO IN ACADEMIC YEAR  
2017/2018

untuk melakukan *pra-survey* di SMA MUHAMMADIYAH 1 METRO.

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya *pra-survey* tersebut, atas fasilitas dan bantuan serta kerjasamanya kami ucapkan terima kasih

*Wassalamu'alaikum Wr. Wb.*

Metro, 16 Maret 2018  
Ketua Jurusan  
Tadris Bahasa Inggris  
  
Ahmad Subhan Roza, M.Pd  
NIP. 19750610 200801 1 014





**MAJLIS PENDIDIKAN DASAR DAN MENENGAH  
PIMPINAN CABANG MUHAMMADIYAH METRO BARAT  
SMA MUHAMMADIYAH 1 METRO  
NPSN 10807591  
STATUS : TERAKREDITASI A**



Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Kota Metro Telp. (0725) 42192

**SURAT KETERANGAN**  
Nomor: 201 /KET/IV.4.AU/F/2018

Berdasarkan surat dari Ketua Jurusan Tadris Bahasa Inggris IAIN Metro nomor B-0934/In.28.1/JJ/TL.00/03/2018 tanggal 16 Maret 2018 perihal Izin Pra Survey.

Kepala SMA Muhammadiyah 1 Metro menerangkan bahwa:

NO	NAMA	NPM	PRODI
1	DWI PUTRI ABADI	14121257	Bahasa Inggris


**Isi keterangan:**

Bahwa nama-nama yang tersebut diatas telah melakukan survey dengan judul "THE USE MATCH GAME TO IMPROVE STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL MUHAMMADIYAH 1 METRO IN ACADEMIC YEAR 2017/2018".

Demikian surat keterangan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.



Metro, 02 April 2018  
Kepala Sekolah,

  
**Drs. Ruslani**  
NBM. 772 931



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

**SURAT TUGAS**

Nomor: B-3999/In.28/D.1/TL.01/12/2018

Wakil Dekan I Fakultas Tarbiyah dan Ilmu Keguruan Institut Agama Islam Negeri Metro,  
menugaskan kepada saudara:

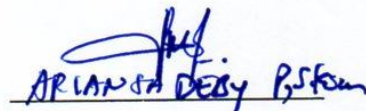
Nama : **DWI PUTRI ABADI**  
NPM : 14121257  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di SMA Muhammadiyah 1 Metro, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF MATCH GAME TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2018/2019".
  2. Waktu yang diberikan mulai tanggal dikeluarkan Surat Tugas ini sampai dengan selesai.

Kepada Pejabat yang berwenang di daerah/instansi tersebut di atas dan masyarakat setempat mohon bantuannya untuk kelancaran mahasiswa yang bersangkutan, terima kasih.

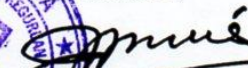
Dikeluarkan di : Metro  
Pada Tanggal : 07 Desember 2018

Mengetahui,  
Pejabat Setempat

  
ARIANA DESY PRISKHA



Wakil Dekan I,



Isti Fatonah MA  
19670531 199303 2 003





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBİYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telepon (0725) 41507; Faksimili (0725) 47296; Website: www.tarbiyah.metrouniv.ac.id; e-mail: tarbiyah.iain@metrouniv.ac.id

Nomor : B-4000/In.28/D.1/TL.00/12/2018  
Lampiran : -  
Perihal : **IZIN RESEARCH**

Kepada Yth.,  
KEPALA SMA Muhammadiyah 1  
Metro  
di-  
Tempat

*Assalamu'alaikum Wr. Wb.*

Sehubungan dengan Surat Tugas Nomor: B-3999/In.28/D.1/TL.01/12/2018, tanggal 07 Desember 2018 atas nama saudara:

Nama : **DWI PUTRI ABADI**  
NPM : 14121257  
Semester : 9 (Sembilan)  
Jurusan : Pendidikan Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di SMA Muhammadiyah 1 Metro, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "THE USE OF MATCH GAME TO IMPROVE THE STUDENTS' SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2018/2019".

Kami mengharapkan fasilitas dan bantuan Saudara untuk terselenggaranya tugas tersebut, atas fasilitas dan bantuannya kami ucapkan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Metro, 07 Desember 2018  
Wakil Dekan I,  
  
Dra. Isti Fatonah MA  
NIP. 19670531 199303 2 003





**MAJLIS PENDIDIKAN DASAR DAN MENENGAH**  
**PIMPINAN CABANG MUHAMMADIYAH METRO BARAT**  
**SMA MUHAMMADIYAH 1 METRO**  
**NPSN 10807591**  
**STATUS : TERAKREDITASI A**



Alamat : Jalan Khairbras No. 65 Ganjarasri Metro Barat Telp. (0725) 42192 Kota Metro

**SURAT KETERANGAN**

Nomor : /KET/IV.4.AU/F/2019

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat dari Wakil Dekan I Institut Agama Islam Negeri Metro Fakultas Tarbiyah dan Ilmu Keguruan nomor: B-3999/In.28/D.1/TL.01/12/2018 tanggal 07 Desember 2018 perihal Izin Pelaksanaan Observasi.

Kepala SMA Muhammadiyah 1 Metro menerangkan bahwa nama dibawah ini :

NO	NAMA	NPM	JURUSAN
1	DWI PUTRI ABADI	14121257	Pendidikan Bahasa Inggris

**ISI KETERANGAN**

Bahwa benar nama tersebut di atas telah melakukan research dari tanggal 08 Januari 2018 s.d 21 Januari 2019 dalam rangka menyelesaikan tugas akhir / skripsi dengan judul: *"THE USE OF MATCH GAME TO IMPROVE THE STUDENTS SPEAKING PERFORMANCE AT THE TENTH GRADE OF SENIOR HIGH SCHOOL OF MUHAMMADIYAH 1 METRO IN THE ACADEMIC YEAR OF 2018/2019"*.

Demikian Surat Keterangan ini dikeluarkan untuk dapat dipergunakan sebagaimana mestinya.

Dikeluarkan di : Metro  
 Pada Tanggal : 8 FEBRUARI 2019  
 Kepala Sekolah,



**Drs. Ruslani**  
 NBM : 772 931



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
UNIT PERPUSTAKAAN**

Jalan Ki Hajar Dewantara Kampus 15 A Iringmulyo Metro Timur Kota Metro Lampung 34111  
M E T R O Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iain@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA  
Nomor : P-156/ln.28/S/OT.01/02/2019**

Yang bertandatangan di bawah ini, Kepala Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung menerangkan bahwa :

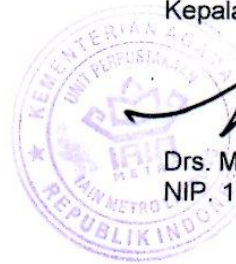
Nama : Dwi Putri Abadi  
NPM : 14121257  
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan / Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2018 / 2019 dengan nomor anggota 14121257.

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas dari pinjaman buku Perpustakaan dan telah memberi sumbangan kepada Perpustakaan dalam rangka penambahan koleksi buku-buku Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar pdapat dipergunakan seperlunya.

Metro, 04 Februari 2019  
Kepala Perpustakaan



*[Handwritten Signature]*  
Drs. Mokhtardi Sudin, M.Pd.  
NIP. 195803311981031001 ?

## SURAT KETERANGAN

Ketua JURUSAN Tadris Bahasa Inggris menerangkan bahwa:

Nama : Dwi Putri Abadi

NPM : 14121257

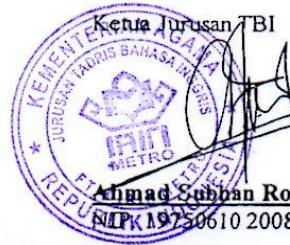
Fakultas : Tarbiyah

Angkatan : 2014

Telah menyerahkan buku berjudul : Language Learning Strategies and Individual Learner Characteristics

Metro,

Ketua Jurusan TBI



Admad Subhan Roza, M.Pd  
NIPK 19730610 200801 1 014



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dwi Putri Abadi  
NPM : 14121257

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin, 12 Maret 2018		✓	Insert the problem based on fenomenon in ch. I.	
2	Rabu 21/3-18		✓	Please Revise Ch. I. - Revise problem Identification.	
3	Rabu 28/3-18		✓	Acc Ch-I. Please continue to ch. II.	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
Telp. (0726) 41507; Faksimili (0725) 47296;  
Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dwi Putri Abadi  
NPM : 14121257

Jurusan : TBI  
Semester : VIII

		I	II		Mahasiswa
4.	Rabu 11/4-18.		✓	Please write In concept of speaking definition of Speaking performance !.	
5.	Rabu 19/4-18		✓	Perbaiki Pemakaian Article "The"	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd.**  
NIP. 19750610 200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd.**  
NIP. 19830511 200912 2 004



**KEMENTRIAN AGAMA REPUBLIK INDONESIA  
 INSTITUT AGAMA ISLAM NEGERI METRO  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111  
 Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
 FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
 IAIN METRO**

Nama : Dwi Putri Abadi  
 NPM : 14121257

Jurusan : TBI  
 Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
6.	Senin 23/4-18		✓	Acc ch. II continue to ch. III.	
7.	Rabu 25/4-18		✓	Revise ch. III.	
8	Rabu 2/5-18		✓	- Please revise missword in this chapter. - Elaborate more about the research will you do!	
9	Senin 7/5-18		✓	Learn more about grammar ! Object, Reflexive Pronouns	

Mengetahui,  
 Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
 NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd**  
 NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

ME T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dwi Putri Abadi  
NPM : 14121257

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
10.	Senin 2/5-18		✓	Revise Ch-III	
11.	Senin 4/6-18		✓	Explain more about Test that will you do!	
12.	Senin 8/7-18		✓	Spasi Penulisan vocab skema	
13	Senin 13/8-18		✓	Write the name of expert that theory you have quoted.	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004





**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

**M E T R O** Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dwi Putri Abadi  
NPM : 14121257

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
14.	Senin 10/9-2018		✓	Acc Ch. III	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harya, M.Pd**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

METRO Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN PROPOSAL MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dwi Putri Abadi  
NPM : 14121257

Jurusan : TBI  
Semester : VIII

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	Senin 10/9 2018	✓		Revisi chapter I	
2	Rabu 12/9 2018	✓		Revisi Chapter II	
3	Kamis 13/9 2018	✓		Revisi Chapter III	
4	Jumat 14/9 2018	✓		ACC for seminar	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dwi Putri Abadi  
NPM : 14121257

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Selasa 6/11-18		✓	Revise Instrument!	
2.	Selasa 13/11-18		✓	Please write in english in all sentence	
3.	Selasa 27/11-18		✓	Acc Instrument	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing II

**Trisna Dinillah Harva, M.Pd**  
NIP. 19830511 200912 2 004



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

M E T R O Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dwi Putri Abadi  
NPM : 14121257

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1	5/12/2018	✓		Acc LPD	

Mengetahui,  
Ketua Jurusan TBI

**Ahmad Subhan Roza, M.Pd**  
NIP. 19750610200801 1 014

Dosen Pembimbing I

**Drs. Kuryani, M.Pd**  
NIP. 19620215 199503 1 001



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI METRO  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN**

Jalan Ki. Hajar Dewantara Kampus 15A Iringmulyo Metro Timur Kota Metro Lampung 34111

**M E T R O** Telp. (0726) 41507; Faksimili (0725) 47296; Website: www.metrouniv.ac.id E-mail: iainmetro@metrouniv.ac.id

**FORMULIR KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
FAKULTAS TARBIYAH DAN ILMU KEGURUAN  
IAIN METRO**

Nama : Dwi Putri Abadi  
NPM : 14121257

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Selasa 18/12-18		✓	Revise Grammar	
	Selasa 8/1-19.		✓	Revise ch- IV.	
	selasa 29/1-19.		✓	Ace ch- IV, B V	

Mengetahui,  
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**KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA  
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NPM : 14121257

Jurusan : TBI  
Semester : IX

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	19-02-2019	✓		Rekaman / Video Speaking siswa.	
2	25/02/2019	✓		Revisi Abstrak / Uraian	
3	15/03/2019	✓		Revisi Discussion and Sugestion	
4	20/03/2019	✓		Acc Meneganyer	

Mengetahui,  
Ketua Jurusan TBI

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**Drs. Kuryani, M.Pd**  
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## **CURRICULUM VITAE**



The name of the researcher is Dwi Putri Abadi. She was born on July, 20<sup>th</sup> 1997 at Gondang Rejo, Lampung Timur. She is the youngest child of Mr. Rohmat (ALM) and Mrs. R. Trikora Iriani. She has a sister and brother. His sister name is Ari Sri Astuti and his brother name Dwi Putra Abadi.

She was enrolled her study at SD Negeri 3 Gondang Rejo, Lampung Timur on 2002 until 2008. In line with her focus on the study, she continued her study at SMP Muhammadiyah 1 Pekalongan 2008 and graduated on 2011. She decided to continue her study at SMA Muhammadiyah 1 Metro and took language program on 2011 until 2014. Then, at the same year, she was registered as a S1 student of English Education Department of State Institute of Islamic Studies (IAIN) of Metro.