AN UNDERGRADUATE THESIS

IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH MATCHING GAMES OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR

By:

KEVIN PRADHANA PUTRA
Student Number: 13107527

Tarbiyah and Teacher Training Faculty
English Education Department

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO
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IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH MATCHING GAMES OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR

Presented as a Partial Fulfillment of the Requirements

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in English Education Study Program

By:

KEVIN PRADHANA PUTRA

Student Number: 13107527

Tarbiyah and Teacher Training Faculty

English Education Department

Sponsor   : Ahmad Subhan Roza, M.Pd

Co-Sponsor   : Syahreni Siregar, M.Hum

THE STATE INSTITUTE FOR ISLAMIC STUDIES OF METRO

1439 H / 2018 M

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Number   :

Appendix :

Matter   : **In order to hold the munaqosyah**
            of Kevin Pradhana Putra

To: The Honorable the
Dean of Faculty of Tarbiyah and Teacher
Training
State Islamic Institute of Metro

Assalamu'alaikum, Wr. Wb

We have given guidance and enough improvement to research thesis script which is written by:

Name   : Kevin Pradhana Putra

Students Number   : 13106727

Title   : IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH MATCHING GAMES OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR

It has been agreed so it can be continued to the Faculty of Tarbiyah and Teacher Training in order to be discussed on the munaqosyah. Thank you very much.

Wassalmu'alaikum Wr.Wb

Metro, January 2018
Co-sponsor

Sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 01

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

NOTA DINAS

Nomor   :

Lampiran   :

Perihal   : **Mohon dimunaqosyahkan Skripsi**

            Saudara Kevin Pradhana Putra

                         Kepada yth,

                         Dekan Fakultas Tarbiyah dan Ilmu Keguruan

                         Institut Agama Islam Negeri (IAIN) Metro

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      Setelah membaca dan mengadakan bimbingan serta perbaikan seperlunya maka skripsi yang disusun oleh:

Name   : Kevin Pradhana Putra

Students Number : 13107527

Judul Skripsi   : IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH MATCHING GAMES OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR

Sudah kami dapat setujui dan dapat diajukan untuk dimunaqosyah, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

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Sponsor   Co-sponsor

Ahmad Subhan Roza, M.Pd.   **Syahreni Siregar, M.Hum.**

NIP. 19750610 200801 1 01   NIP. 19760814 200912 2 004

KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI (IAIN) METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Ki Hajar Dewantara Kampus 15 A Iringmulo Kota Metro 34111
M E T R O Telp. (0725) 4157, Fax (0725) 47296 Email:stainmetro@yahoo.com website: www.stain_metro.ac.id

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Written by Kevin Pradhana Putra student number. 13107527, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on January 17, 2018 at 10.00-13.00.

BOARD OF EXAMINERS:

Chairperson : Ahmad Subhan Roza, M.Pd. (.................................)

Examiner I : Drs. Kuryani Utih, M.Pd (.................................)

Examiner II : Syahreni Siregar, M.Hum.. (.................................)

Secretary : Ning Setiowati, M.Pd (.................................)

The Dean of Tarbiyah
and Teacher Training Faculty

Dr. Akla, M.Pd.
NIP. 19691008 200003 2 005

APPROVAL PAGE

Title : IMPROVING THE STUDENTS SPEAKING ABILITY THROUGH MATCHING GAMES OF THE EIGHTH GRADERS OF SMP MUHAMMADIYAH SEKAMPUNG LAMPUNG TIMUR

Name : Kevin Pradhana Putra

Students Number : 13107527

Department : English Education

Faculty : Tarbiyah and Teacher Training

APPROVED BY:

To be discussed in the thesis (munaqosyah) in Tarbiyah and Teacher Training Faculty of State Islamic Institute of Metro.

Sponsor

Metro, January 2018
Co-sponsor

Ahmad Subhan Roza, M.Pd.
NIP. 19750610 200801 1 01

Syahreni Siregar, M.Hum.
NIP. 19760814 200912 2 004

The Head of English Education Department

Ahmad Subhan Roza, M.Pd
NIP. 19750610 200801 1 01

STATEMENT OF RESEARCH ORIGINALITY

The undersigned:

Name : Kevin Pradhana Putra

Student Number : 13107527

Department : English Education

Faculty : Tarbiyah and Teacher Training Faculty

States that this undergraduate thesis is original except certain parts of it quoted from the bibliography mentioned.

Metro, December 2017

Kevin Pradhana Putra
St.Number: 13107527

ORISINALITAS PENELITIAN

Yang bertanda tangan di bawah ini :

Nama   : Kevin Pradhana Putra

NPM   : 13107527

Jurusan   : Pendidikan Bahasa Inggris

Fakultas   : Tarbiyah

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

Metro,   Desember 2017

Yang Menyatakan

Kevin Pradhana Putra
NPM. 13108017

MOTTO

خَلَقَ ٱلْإِنسَـٰنَ ۝ عَلَّمَهُ ٱلْبَيَانَ ۝

"*He created man, Taught him good a speaking*"

(Q,S Ar-Rahman: 3-4)

DEDICATION PAGE

From his deepest heart, he dedicates this thesis to:

1. His beloved advisors and lecturers who give guidance and contructive idea.

2. His beloved the Head of English Education Department, Mr. Ahmad Subhan Roza, M.Pd

3. His beloved parents, Mr. Siswoyo and Mrs. Juniati who never stop praying for my succcess.

4. His beloved brother and sisters, Aldi Cahya Dwi Saputra, Lutfia Rahma Putri and Khusnul Khotimah who always support me both moral and financial.

5. His almamater, The State Institute For Islamicof Metro Lampung.

6. His beloved partner, Athis Linanti always by my side.

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2. Dr. Hj. Akla, M.Pd as the Dean of Tarbiyah and Teacher Training Faculty.
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Metro, December   , 2017
Researcher

Kevin Pradhana Putra
St. N. 13107527

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INTRODUCTION

A. Background of Study

In Indonesia, English is one of the compulsory subjects taught in junior high school. There four skills that should be mastered namely listening, speaking, reading and writing. Speaking is considered as an important skill to be accomplished by students.

Language is very important in our lives, because it is always used in our daily activities to communicate to others. The function and the role of language is an important element in communication, we cannot communicate each other without language, because it is one of the communication tools applied by people in interacting each other. We can used language to convey our message or to express our ideas through oral, written, or signal language.

As stated before speaking is one of the language skills that must be learn by the students in the school. Therefore, students need to practice their speaking in the school. Speaking is fundamental to human communication. In our daily lives, most of us speak more than write. So that, speaking skills should be taught and practiced in the language classroom. To make the students learn to speak English, each student must have many opportunities to speak during the lesson. They need practice in the classroom.

Furthermore, English is an international language which is widely spoken by people in most countries in the world, because of the importance of

it, nowadays English should be learned by the students from elementary school until university.

English is one of the international languages that used many people in the world and in many areas of everyday life. Therefore, using English is the easiest way to communicate with people from others countries about many aspects in human life such as science, technology, economy, social, and politics.

Therefore, the researcher founded some problems when the process of teaching and learning happened in class. The student's native language causes them difficult to use English. They often use Indonesian or Javanese language in the speaking class. They are also shy and afraid when they have to speak in front of their classmates. The lack of motivation given from their selves and environment make them look English is difficult subjects to learn. They seem not interest in studying English. Next, they have lack opportunities to practice speak in English. These reasons make that students lack capability in speaking. So, the researcher did pre-survey that followed by 24 students in eighth grade of SMP Muhamnadiyah Sekampung as the base of this research. The test that use in pre-survey is speaking test. The pre-survey conducted at May 10th, 2017. The data of speaking score of students can be seen below:

Table 1

The Data of Pre-Survey at the Eighth Graders B

of SMP Muhammadiyah Sekampung

No	Name	Speaking test	
		Score	Category
1	Ahmad Nur Huda	60	Incomplete
2	Aldo Dhepri Yanto	50	Incomplete
3	Amelia Andini Putri	90	Complete
4	Annisa Yunita. S	60	Incomplete
5	Enjel Agustin	40	Incomplete
6	Febri Kurniawan	60	Incomplete
7	Fena Ayu Lestari	40	Incomplete
8	Gita Cahyani	60	Incomplete
9	Jimmy Aryatama	60	Incomplete
10	M. Zidane Al Gofur	50	Incomplete
11	Novita Rahayu	60	Incomplete
12	Pandu Yonanta	80	Complete
13	Rahma Nur Lita	50	Incomplete
14	Ratih Meiliyana	70	Complete
15	Risa Tri Wulan. D	60	Incomplete
16	Riyan Lukas Arapenta. S	90	Complete
17	Rizka Dewi Aulia. Y	40	Incomplete

18	Rizki Prandanda	60	Incomplete
19	Farhan	60	Incomplete
20	Salsa Meri Anggraini	60	Incomplete
21	Silvia Miranda	50	Incomplete
22	Siti Achika	60	Incomplete
23	Dilla Ayu Septiana	70	Complete
24	Herninda Safira	70	Complete
Total of Score		**1410**	
Average		**58,7**	

Table 2

Students result in speaking

(Pre-survey on May 10th, 2017)

No	Score	Category	Number of student	Percentage
1	≤ 70	Complete	6	25%
2	> 70	Incomplete	18	75%
Total			**24**	**100 %**

The minimum mastery criteria (MMC) of English in the eighth grade of SMP Muhammadiyah Sekampung is 70. Based on pre-survey done in pre-research, the researcher found the fact that the eighth grade of SMP Muhammadiyah Sekampung had a problem with a speaking that was

the students' speaking ability was still low. It can be seen that just 6 students or 25% have complete score in speaking, and 18 students or 75% have not complete. On the other hand 50% of the students do not reach the minimum requirement yet.

Based on explanation above, students need a solution to overcome the problem so that their speaking ability can improve. One of activities to improve student speaking ability is by using game. To help the student's difficulties in speaking the Researcher used matching games to improve their speaking ability.

The Matching game is a game that involves a transfer of information. These involve matching corresponding pairs of cards or pictures, and may be played as whole class activity, where everyone must circulate until they find a partner with a corresponding card or picture, or a pairwork or small group activity, played as a card game on either the 'snap' or the 'pelmanism' principle. Matching game is one of linguistic and communiative games can used to help students learn their lesson in English easily, especially in speaking.

Based on the statements above the Researcher assumed that Matching Games seems to be good alternative way to improve students speaking ability. So that, the researcher like to conducted the research under the title "Improving the Student Speaking Ability through Matching Games of the Eighth Graders of SMP Muhammadiyah Sekampung in

academic year 2017/2018". Hopefully, by applying this game students'
speaking ability can improve.

B. **Problem Identification**

Based on the background of study above, the problems can be identified as
follow:

1. The students often use their native language.

2. The students have lack motivation in speaking English.

3. The students are not confident to speak in front of the class.

4. The students assumed that English is a difficult subject.

5. They have lack of opportunities given to practice speaking.

6. The students are not interested in studying English, especially in speaking.

C. **Problem Limitation**

Based on the problem identification above, the researcher limited only on
the problem which is the students are not interested in studying English,
especially in speaking.

D. **Problem Formulation**

Based on the problem above, the researcher formulated problem in the
research as follows " Can Matching Games improve the student speaking
ability of the eighth graders of SMP Muhammadiyah Sekampung?"

E. Objective and Benefits of the Study

1. Objective of the Study

The object of study is to show that the used of matching game can improve students' speaking ability at the eighth graders of SMP Muhammadiyah Sekampung.

2. Benefits of the Study

a. For the Students

As motivated the students in learning English and it is hoped that the students will be more interested so that, they can achieve their competence in speaking ability.

b. For the Teacher

This study hopefully able to overcome the problem that faced by English teacher in their class and given an information and as an inspiration for the other teacher in learning English that the teacher can choose appropriate speaking media using a matching games.

c. For the School

The result of the research is expected to improve the quality of English teaching and learning especially in developing media in order to more active, creative and innovative to improve students speaking ability.

CHAPTER II

THEORITICAL REVIEW

A. The Concept of Speaking Ability

1. The Definition of Speaking Ability

There are so many experts that define speaking. Scott Thorn bury stated speaking is interactive and requires the ability to co-operate in the management of speaking turns. Speaking is skill, and such as needs to be developed and practiced independently of the grammar curriculum.[1] Then, Turk stated that speaking is the direct route from one mind to another, and is the way we usually choose when we want to ask a question, or give an explanation.[2]

Moreover, David Nunan said that speaking is single most important aspects of learning a second of foreign language, and success in measured in terms of ability to carry out conversations in the language.[3]

Meanwhile Lewis and Hill state that speaking is process that covers many things addition to the pronunciation of individual sound. Then Widdowson believes that speaking is simply the physical embodiment of abstract system or of the grammatical system of language or both. Burtkart says speaking is an activity which involves the area of knowledge, there are the mechanics (pronunciation, grammar, and

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[1] Scott Thornbury, *How to Teach Speaking*, (Longman, 2005), p.1
[2] Turk, C. , *Effective Speaking: Communicating in Speech*, (London: Spon Press Taylor and Francis Group, 2003), p. 9
[3] David Nunan, *Language Teaching Methodology,* (New York, Prentice Hall Oxford University Press,1991),p.39

8

vocabulary); it is the use of the right words in the right order with the right pronunciation. Furthermore defines the speaking is an oral expression that involves not only the use of the right pattern of rhythm and intonation but also right order to convey the right meaning. While Clark and Clark said that in speaking, a speaker expresses his thought and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences. [4]

Then, Taster defines is speaking is psychophysical process led by the movement of the muscles. Liddicoat state that speaking is an important skill for people to build and develop strong social relations. Next, according to Temizkan, speaking is the verbal expressions of plans, wishes, feeling and thoughts. In other words, it is a verbal transfer of subject after it has been planned in the main.[5]

Furthermore, Clinton said that speaking is the language ability which allows human to express what they know, think, and feel in the shortest way. The speaking ability is an inborn talent, it is also possible to learn and develop it in time. This possibility is both psychological and physical. Harmer states speaking ability is the ability to speak fluently

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[4] Munther Zyoud, *"Theoritical Perspective on How to Develope Speaking Skill among University Students" in Pune Research Scholar an International Multidisciplinary Journal,* (Palestine: Al Quds Open University), Vol. 2, Issue 1, p.3

[5] Oguzham, *"Effects of Drama Method on Speaking Anxieties of Pre-service Teacher and Their Opinion about the Method" in Academic Journals*, (Turkey: Ataturk University), Vol. 9(18)/ September 2014, p.734

presupposed not only knowledge of language features but also the ability to process information and language.[6]

In conclusion, speaking ability is very important to have good communication, especially in international communication. It covers the ability to speak fluently and ability transfer the information in oral form.

2. The Elements of Speaking Ability

Jeremy Harmer states that the ability to speak English presupposes the elements necessary for spoken production as follows:[7]

a. Language features

The elements necessary for spoken production, are the following:

1) Connected speech: in connected speech sounds are modified (assimilation), omitted (elision), added (linking r), or weakened (through contractions and stress patterning). It is for this reason that we should involve students in activities designed specifically to improve their connected speech.

2) Expressive devices: native speakers of English change the pitch and stress of particular parts of utterances, vary volume and speed, and show by other physical and non-verbal (paralinguistic) means how they are feeling (especially in face–to–face interaction). The use of these devices contributes to the ability to co nvey meanings.

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[6] Jeremy Harmer, *The Practice of English Language Teaching 3rd Edition,* (London: Longman, 2001), p. 269
[7] Ibid, p. 269-271

3) Lexis and grammar: therefore supply a variety of phrases for different functions such as agreeing or disagreeing (I think so, yes of course, I doubt (/d∧ʊt/), I am afraid of. . .), expressing surprise (I am surprised.. . ,I don't believed it. . .), shock (you are joking me. . . ., you are kidding me .. .), or approval (I allow you to. . .)

4) Negotiation language: effective speaking benefits from the negotiator language we use to seek clarification and show the structure of what we are saying. We often need to ask for clarification when we are listening to someone else talks and it is very crucial for students, for example, asking unclear some words or name that have pronounced by someone.

b. Mental / Social Processing

Success of speaker's productivity is also dependent upon the rapid processing skills that talking necessitates

1) Language processing: language processing involves the retrieval of words and their assembly into syntactically and propositionally appropriate sequence.

2) Interacting with others: effective speaking also involves a good deal of listening, an understanding of how the other participants are feeling, and knowledge of how linguistically to take turns or allow others to do so.

3) (On the spot) information processing: quite apart from our response to other's feelings, we also need to be able to process the information they tell us the moment we get it.

In conclusion, the elements of speaking are consist of two elements. There are language freatured and mental/social processing. Each elements is necessary to be known by the students. In language features, there are Connected speech, expressive devices, lexis and grammar and negotiation language then in mental/social processing there are language processing, interacting with others, on the spot information processing.

3. **Micro and Macro Skill of Speaking Ability**

Brown suggests a list of micro- and macro skills of speaking to help determine test maker as what to assess as follows:[8]

a. **Micro skills**

1) Produce differences among English phonemes and allophonic variants.

2) Produce chunks of language of different lengths.

3) Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation 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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[8] H. Douglas Brown, *Language Assessment: Principles and Classroom Practices.*(New York, Longman, 2004, p.142-143

6) Produce fluent speech different rates of delivery.

7) Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking—to enhance the clarity of the message.

8) Use grammatical word classes (nouns, verbs, etc.), systems (e.g., tense, agreement, pluralization), word order, patterns, rules, 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.

It can be conclude that micro skills in speaking cover the specific competencies should be learn by the students for communicating with others.

b. Macro skills

1) Appropriately accomplish communicative functions according to situations, participants and goals.

2) Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor –keeping and – yielding, interrupting, and other sociolinguistic features in face to face conversations.

3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feelings,

new information and given information, generalization and exemplification.

4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language

5) 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.

From the explanations above, it can be concluded that macro skills in speaking refer to the largest function of speaking skill in particural context

4. The Difficulties in Speaking Ability

According to Brown, there are eight characteristics that make speaking difficult as follow:[9]

a. Clustering

Fluent speech is phrasal, nor word by word. Learners can organize their output both cognitively and physically (in breath groups) through such clustering.

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[9] H. Douglas Brown. *Teaching by Principles an interactive Approach to Language Pedagogy 2nd Edition. (*San Fransisco. Longman. 1994)., p.270.

b. Redundancy

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

c. Reduce forms

Contraction, elisions, reduced vowels, etc. All form special problems in teaching spoken English (see the section below in teaching pronunciation). Students who don't learn colloquial contractions can sometimes develop a stilted, bookish quality of speaking that in turn stigmatize them.

d. Performance Variables

One of advantages of spoken language is that the process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking and corrections. Learners can actually be taught how to pause and hesitate.

e. Colloquial Language

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

f. Rate of delivery

Another salient characteristic of fluency is rate delivery. One of your tasks in teaching spoken English is to help learner's achieve an acceptable speed along with attributes of fluency.

g. Stress, Rhythm, Intonation

This is the most important characteristics of English pronunciation, as will be explained below. The stress-timed rhythm of spoken English and it is intonations patterns convey important messages.

h. Interactions

As needed in the previous section, learning to produce waves of language in a vacuum without interlocutors would rob speaking skill of its richest component: the creativity of conversational negotiation.

In conclution, speaking is a difficult skill to be mastered. There are some characteristics in speaking that shoud be warned by the students. Those characteristic can make speaking easy as well as or difficult in other way.

5. **Assessing Speaking Ability**

Brown stated the key of assesment is to specify a set of criteria and a reasonably practical and reliable scoring method.[10] In order to measure the quality of spoken performance, we first need to establish criteria of assessment. Weir porposed an analytic rubric for assesing speaking as follow :

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[10] Ibid p.176

Table 3.

Analytic Speaking Criteria[11]

Aspect	Category	Indicators
Fluency	4 (excellent)	Generally natural delivery, only occasional halting when searching for appropriate words / expressions.
	3 (good)	The student hesitates and repeats himself at times but can generally maintain a flow of speech, although s/he may need an occasional prompt.
	2 (adequate)	Speech is slow and hesitant. Maintains speech in a passive manner and needs regular prompts.
	1 (fair)	The student speaks so little that no 'fluent' speech can be said to occur.
Pronunciation	4 (excellent)	Occasional errors of pronunciation a few inconsistencies of rhythm, intonation and pronunciation but comprehension is not impeded.
	3 (good)	Rhythm, intonation and pronunciation require more careful listening; some

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[11]Cyril.J. Weir, *Language Testing and Validation: An Evidence-based Approach.* (Houndgrave, Hampshire: Palgrave MacMillan, 2005), p. 195-196

		errors of pronunciation which may occasionally lead to incomprehension.
	2 (adequate)	Comprehension suffers due to frequent errors in rhythm, intonation and pronunciation.
	1 (fair)	Words are unintelligible.
Vocabulary	4 (excellent)	Effective use of vocabulary for the task with few in appropriacies.
	3 (good)	For the most part, effective use of vocabulary for the task with some examples of in appropriacy.
	2 (adequate)	Limited use of vocabulary with frequent in appropriacies.
	1 (fair)	In appropriate and inadequate vocabulary.
Grammatical accuracy	4 (excellent)	Very few grammatical errors evident.
	3 (good)	Some errors in use of sentence structures and grammatical forms but these do not interfere with comprehension.
	2 (adequate)	Speech is broken and distorted by frequent errors.
	1 (fair)	Unable to construct comprehensible sentences.
Interactional	4 (excellent)	Interacts effectively and readily

strategies		participates and follows the discussion.
	3 (good)	Use of interactive strategies is generally adequate but at times experiences some difficulty in maintaining interaction consistently.
	2 (adequate)	Interaction ineffective. Can seldom develop an interaction.
	1 (fair)	Understanding and interaction minimal.

B. The Concept of Matching Game

1. The Definition of Matching Game

According to Hadfield, Matching game are games that involve a transfer of information. These involve matching corresponding pairs of cards or pictures, and may be played as whole class activity, where everyone must circulate until they find a partner with a corresponding card or picture, or a pairwork or small group activity, played as a card game on either the 'snap' or the 'pelmanism' principle. [12]

Moreover, Matching game is fairly common in most educatioal CD-ROMs. User see two list of of word, names, or phrases. If they

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[12] Hadfield, J. *Intermediate vocabulary games,...* p.4-5

were working on paper, they would then draw lines between the two list, matching up those items that related.[13]

Meanwhile, Matching game is one of the most important combinatorial optimization games and has attached much from researchers.[14] Tamir and Mitchell said that Matching game also called roommate games.[15] Furthemore, Jacobs said that, Matching game is game that ask the participants to find a match for a word, picture or card.[16]

In conclusion Matching game is one of linguistic and communiative games can used to help students learn their lesson in English easily, especially in speaking.

2. **The Implementation of Matching Game in Teaching Speaking Ability**

   a. The procedure of Matching Game in Teaching Speaking Ability

      1) Divide the class into groups of about four and give each group a set of cards

      2) The first player starts with one card, merely identifying it with a word or phrase. They can then choose any other picture card

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[13] Rosenzweigh, G. *Special Using director 8.5,* (United States of America, QUE. 2001), p.526

[14] Chinchuluun, A. Pardalos, PM. Migdalas, A. and Pitsoulis, L. *Paretto Optimality, Game Theory and Equilibria,* (New York, Springer Science. 2008), p.174

[15] *Ibid,* p.175

[16] Ying-Jian, W. Hui-Fang, S. and Briody, P. *Investigating the Impact of Using Games in Teaching Childern English an International Journal of Learning and Development,* (Taiwan, Macrothink Institute.2011), p.129

and keep it if they can argue a connection between the first card and the other one.

3) The group must decide if the idea is reasonable.

4) The game finisihes when there are no cards`

5) The group must then try to argue why all the cards are related in one way or another to all the other cards.[17]

b. The Step of Matching Game in Teaching Speaking Ability

1) Instruct the group to take a closed card, then look for an open card that the group thinks matches with the card they previously took.

2) After group take the card, students may return to their seats, so until the whole member of group takes the whole card.

3) When all group have taken the cards provided, give the students time to discuss their opinion, why the card that they are takes is match.

4) After the time runs out, all member of group must provide the reasons orally.

5) The last, group who dare to advance first, are the winners.[18]

3. The Advantages and Disadvantages of Matching Game

Language learning is hard work especially foreign language. Game is one of choice. According to Lee Su Kim in Endang Kusrini, games have some advantages. Those are:

a. Games are welcome break from the usual routine of the language class.

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[17]Wright, Andrew.,Betteridge, David., &Buckby, Michael. *Games for language learning*.Third edition. (Cambridge, UK: Cambridge University Press. 2006), p.35

[18] *Ibid,* p.37

b. Games are motivating and challenging

c. Game can encourage students to increase and communicate.

d. Games create meaningful context for language use.

e. It provides language practice in the various skills; speaking, listening, reading and writing.

f. It is a good way for practicing language.[19]

Meanwhile, Wright explains advantages of using games, one most an effort to understand, to repeat accurately, to manipulate newly understood language and to use the whole range of known language in conversation or written composition. Effort is required at every moment and must be maintained over a long period of time. Game can help and encourage the students to sustain their interest and work.[20]

Game also can help teachers to created context in which the language is useful and meaningful. Next, the students will take part, in order to they must understand what others are saying or have written, and they must speak or write in order to express their own point of view or give information. Games involved the emotions, and the meaning is more vividly experienced.

Besides the advantages of using matching games, there are also some disadvantages in applying matching games in the class. To prepare a matching game, the teacher needs more time, energy, money and preparation than usual. It is because the teacher needs to prepare the

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[19] Endang, Kusrini. *Teaching Vocabulary for Junior High School StudentsUsing Snake and Ladder Game,*(Jurnal Aktif, Desember 2012, Volume XIX, Nomor *4*), p.4

[20] Wright, Andrew.,Betteridge, David., &Buckby, Michael.. *Games for language...*p.2

board, dice, cards, etc in order to make sure the activity runs well. Besides the disadvantages of a matching game is more crowded classroom setting and not as usual.

C. Action Hypothesis

Based on the theories and the assumption of above, the researcher proposes the hypothesis as follows:

By using matching game, the students can improve their speaking ability in eighth graders of SMP Muhammadyah Sekampung.

CHAPTER III

RESEARCH METHODOLOGY

H. The Operational Definition of Variable

1. Variable of reseach

    This research consist of two variables. The independent variable is the one that believe may cause the results and the dependent variable is the one that measure to see the effects the independent variable has on it.[21] The two variables can be explained as follow :

    b. Independent Variable (X)

    Independent variable is a variable which functions to influnce the other variable. The independent variable in this research is Matching Game. The Matching game introduces an effective way to make the students speak during the speaking class. This game is used in a small group. They will speak according to the two different card but interconnected. The Matching game gives opportunity to the students to practice speaking. This research will be investigate in the eighth grade of SMP Muhammadiyah Sekampung.

    The writer hoped to investigate the improving of students' speaking ability through matching games.

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[21]Alison Mackey and Susan M. Gass,*Second Language Research Methodology and Design*, (Mahwah, New Jersey: Lawrence Erlbaum Associates Publisher, 2005) ,p.103

c. Dependent variable (Y)

Dependent variable is a variable that can be influenced by an independent variable. The dependent variable in this research is the students' speaking ability. The improving of student speaking ability can the seen after using Matching Game. The subject of research consists of five criterias: fluency, pronounciation, vocabulary, grammatical, and interactional strategies.

I. Research Setting

This research conducted at the eighth grade of SMP Muhammadiyah in the academic 2017-2018, which consist of 24 students. SMP Muhammadiyah located in Girilopomulyo, Sekampung, Lampung Timur.

The research held at the eighth grade because most of students are still low in their speaking ability.

J. Subject of Study

The subject of this research is the eighth grade students of SMP Muhammadiyah Sekampung. In this research the researcher choosed VIII B class. The number of VIII B student as follows:

Table 4
The number of VIII B student

No	Students		Total
	Male	Female	
	9	15	24

The researcher choosed this class because of several reasons and one of them is this class has the lowest score in English subject among the other class especially in speaking.

K. Research Procedure

1. Classroom Action Reseach

The research is aimed to improved students' speaking ability Through matching game so the researcher used classroom action research. According to Donald Ary, Action Research is about taking action based on research and researching the action taken.[22] Furthermore Kumar state that action research is a research method which is aimed for improving and modifying the working system of a classroom in school or institution.[23]

Next, Anne explains that Action Research is to intervene in a deliberate way in the problematic situation in order to bring about changes and, even better, improvements in practice. It means that action research is given by teacher with directive from teacher that is done by students.[24] Meanwhile, Creswell states that action research provides the opportunity for educators or teachers to reflect their own practices.[25] From those statements, it can be inferred that action research emphasizes

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[22] Donald Ary, et.al, *Introduction to Research in Education, Eighth Edition*, (USA: Wadsworth Cengage Learning, 2010) p.512

[23] Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International Publisher, 2006) ,p.261

[24] Anne Burns , *Doing Action Research in English Language Teaching,* (Roudledge: New York and London, 2001) p.1

[25] John Creswell, *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*, (Boston: Pearson Education, 2012), p.577

on the reflection and improvement teaching and learning process in the classroom.

Concerning about the type of action research, researcher will use collaborative action research so that it needs the collaborator or another participants which is English teacher to assist the writer in this research. Therefore the researcher will be assisted by Mrs. Nisaul Khoiriyah, S.Pd. She is an English teacher of SMP Muhammadiyah Sekampung.

Classroom action research (CAR) has various models but in this research the writer will use Kemmis and McTaggart (1988) research design. According to Kemmis and McTaggart as cited by Anne Burns, action research is dynamic and complementary process which consists of four essential phases such as planning, action, observation, and reflection in spiral system.[26] Those phases can be seen by following figure:
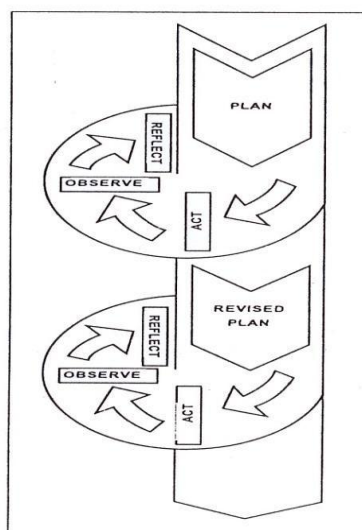
Figure 1. The 'action research spiral' (based on Kemmis and McTaggart).

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[26]Anne Burns, *Collaborative Action Research for English Language Teacher,* (Cambridge: Cambridge University Press, 1999), p.32

2. **Action Plan**

Based on Kemmis and MacTagart's research design, the steps of the research cover four phases in each cycle. They are the following:

a. Cycle 1

1) Planning

In the first phase, after analyzing the finding of the preliminary study such as identifying and diagnosing student's problem in speaking ability that occurred in the classroom and concluding the finding in preliminary study. Then the writer and the collaborator (teacher) prepare some plans to conduct the classroom. They are the following:

a) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.

b) The researcher prepared learning resource for students.

c) The researcher used Matching Game to be applied in acting phase improve students' speaking ability.

d) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

e) The researcher and the collaborator designed the criteria of success.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researcher applied the planning of strategy and scenario learning as follows ;

a) Giving explanation about the material.

b) Asking the students to make a pair.

c) The teacher gives explanation of the procedures of Matching game.

d) Then asks the students to complete the task.

e) The teacher gives scored of student's speaking ability personally and observes their problems. So, it can be references to improve the action in next meeting.

f) Giving guidance and task to the students for next meeting..

3) Observing

In the third phase, the researcher observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher also collected the data from the post test and the result of student's activity. The

researcher observed the overall activities to find out the effectiveness of teaching and learning process which has been occurred and the result concluded and discussed in reflecting phase.

4) Reflecting

In the fourth phase, the researcher and the collaborator discussed about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator also analyzed the teacher performance during teaching and learning process and students' speaking ability to find out whether the implementation of Matching game run successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator conducted the next cycle and use the collected data in cycle one as the reference by repairing all the problems or weaknesses in previous cycle.

b. Cycle 2

1) Re-planning

In the first phase, before conducted the action in the next phase, the researcher repaired the problem found in cycle one. It will be explained as follow:

a) The researcher analyzed the reflection result to obtain the solving problem.

b) The researcher revised and prepared the lesson plan based on the problem appears in the previous cycle including teaching procedure, media, and relevant material to be applied in acting phase.

c) The researcher rearranged observation format and also reforms the evaluation format to improve the planned indicators that have not been achieved yet in the previous cycle.

2) Acting

Doing action is the second step in activity. It is implementation in a planning about action in the class. Without the action the planning just imagination that never can be real. In this phase, the researcher applied the planning of strategy and scenario learning as follows ;

a) Giving explanation about the material.

b) Asking the students to make a pair.

c) The teacher gives explanation of the procedures of Matching game.

d) Then asks the students to complete the task.

e) The teacher gives score of student's speaking ability personally and observes their problems. So, it can be references to improve the action in next meeting.

f) Giving guidance and task to the students for next meeting.

3) Observing

In the third phase, the researcher observed the student's activity, their participations, class situation during teaching and learning process, and teacher (researcher) performance by using structured observation form and makes note the overall activities. Furthermore, the researcher also collected the data from the post test and the result of student's activity.

4) Reflecting

In the fourth phase, the researcher and the collaborator discussed about the data that have been collected from all the activities from the acting phase until observing phase. In this phase, the researcher and the collaborator also analyzed the teacher performance during teaching and learning process and students' speaking ability to find out whether the implementation of Matching game run successful or unsuccessful by identifying strength and weakness. If there still found the problems the researcher and collaborator conducted the next cycle and use the collected data in cycle

one as the reference by repairing all the problems or weaknesses in previous cycle.

L. Data Collection Technique

For this research, there are three techniques which will be used by the researcher to collected the data such as observation, documentation, and test. They can be explained as follows:

1. Observation

Observation is data collection technique which is carried out by observing each occurrence is taking place and making notes using observation instrument about the matter which will be observed or researched. In this case the researcher used observation to obtain the data about students' activity or participation and teacher performance in the classroom which is observed by observer.

2. Documentation

Documentation is data collection method that is used for getting information from the written source or document, for instance books, magazines, notes, and other. The researcher will use documentation to obtain the data about the school profile such as history of the school, the number of teacher and staff officer and students at SMP Muhammadiyah Sekampung. Besides, the documentation is used to visualize the classroom activity in the form of photograph.

3. Test

The test that will be used in this research is oral test of speaking ability. The test consists of two kinds of test, they are Pre-test and Post-test. The two tests are as follow

a. Pre test

After observing the subject's activities, the researcher gives pre test to know the level of the students' speaking ability before giving treatments. The pre-test is done to find out how the students can speak up in the class,

b. Post test

Second, post-test is examined to the students after they are taught speaking through matching game as the treatment. To find out the improvement before and after giving treatment. It can be seen by comparing the result between pre-test and post-test.

M. Research Instrument

Instrument is a mechanism for measuring, which is used to gather and record information for assessment, decision making, and ultimately understanding.[27] In this research, the research instrument 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:

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[27] David Colton & Robert W.Covert, *Designing and Constructing Instrument for Social Research and Evaluation. (*San Francisco: Jossey, Bass, 2007), p.5.

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 SMP Muhammadiyah Sekampung.

3. The Test Guidance

   a. Instrument Blueprint

      The test is oral test which has some indicators as follows: the indicator of matching game is the students are able to communicate orally and actively with the teachers, and other students. The last, the indicator of Students' speaking ability is the students can be good speakers in comprehension, grammar, vocabularies, pronunciation, and fluency.

   b. Instrument Calibration

      Instrument calibration is used to know the validity. In that case validity has three distinct aspects; they are content validity, criterion validity and construct validity. Content validity refers to the content

of the manifest variable is right to measure the talent concept that the writer tries measure.

The researcher will use content validity in order the instrument has a good quality and the instrument will be relevant to the focus of the research. Therefore, the researcher used content validity based on the syllabus and materials at the eighth grade of SMP Muhammadiyah Sekampung in academic year 2017 / 2018.

G. Data Analysis Technique

1. Formula

Data analysis will be taken from the average score of the pre-test and post-test in cycle 1 and cycle 2. The formula to get the average as follow:

$$\overline{X} = \frac{\sum x}{N}$$

Note

$\overline{X}$ = Average score

$\sum x$ = Total Score of the Students

N = Total of Students.[28]

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[28] Donald A ry, et.al, *Introduction to Research.,* p.108

N. Indicator of Success

This research would take success indicator to know improving students' speaking ability through matching games. The researcher compared between pre-test, tests, and post-test. If 80% the students can get the score ≥ 70 it means that Matching game is success to be used as a strategy in teaching and learning process, especially in speaking subject.

CHAPTER IV

RESULT OF THE RESEARCH AND INTERPRETATION

A. Description of The Research Location

The general description that assessed as the complementary data. It is subjectively concerned in condition of school namely the history of the school, geographical of school, building condition of school, and structure of organization.

1. The History of SMP Muhammadiyah Sekampung

SMP Muhammadiyah Sekampung is located on Jl. Raya Sekampung No.57, Giri Klopomulyo village that has wide about 5790 m^2. It is having a distance about 1 km from district office of Sekampung. SMP was founded in 1973. However, it began operating in 1974.

Since it was established the leader headmaster of the school had been changed as follow :

 a. Drs. Jaidun Danu Wikarso (1973-1980)

 b. A. Misbah Abu Hanafi (1980-1985)

 c. M. Ali A.S. (1985-2002)

 d. Drs. Sukri (2004-2007)

 e. Tugino, S.Pd (2007-20011)

 f. Eko Hariyanto, S.Pd (2011 until now)

2. Building Condition And School Fasilities

SMP Muhammadiyah Sekampung has a satisfy facilities to support both the learning process and extracurricular program it provides some extracurriculars such as :

1) Sport programs like futsal, football, and volleyball

2) OSIS, UKS, and Scouting Movement

Specifically, the facilities in SMP Muhammadiyah Sekampung as follows :

1) The headmasters' room

2) The administration room

3) The teachers' room

3. The total of the teachers and the students in SMP Muhammadiyah Sekampung

Junior High School Muhammadiyah Sekampung has 16 teachers, staff teachers, and 105 students. The total of the students devided some classes that can be identified as follow :

Table 5

The number of SMP Muhammadiyah

Sekampung East Lampung

No	Class	Sex		Total
		Male	Female	
1.	VII (Seven)	16	24	40
2.	VIII (Eight)	20	24	44
3.	IX (Nine)	8	13	21
Total				105

Source : *Documentation of SMP Muhammadiyah SekampungEast Lampung*

Table 6

The number of teachers SMP Muhammadiyah

Sekampung East Lampung

NO	NAME	EDUCATIONAL BACKROUND	YEAR
1	EKO HARIYANTO, S.Pd	S 1	2004
2	ADAM ROFANI, S.Pd	S 1	2008
3	SUGONDO, S.Pd.I	S 1	2001
4	TUGINO, S.Pd	S 1	1996
5	Dra. SITI AMINAH	S 1	2001
6	FATIMAH S.Pd	S 1	2001
7	AMBARWATI, S.Kom	S 1	2004
8	ABDI WAHYUDHI, S.Pd	S 1	2005
9	RICA AGUSTINA, S.Pd	S 1	2007
10	AHMAD ZAINUDDIN, S.Pd.I	S 1	2012
11	HENDRO YATMOKO, S.Pd	S 1	2012
12	NISAUL KHOIRIYAH, S.Pd	S 1	2012
13	DINA PRISTIANI, S.Pd	S 1	2012
14	ISMAIL S.Pd.I	S 1	2012
15	KASTIMAN, S.Pd	S 1	2014
16	PUTRI TRI HARSARI	S 1	2015

Source :*Documentation of SMPMuhammadiyahSekampungEast Lampung*

4. The vision and mission of SMP Muhammadiyah Sekampung

a. The vision of SMP Muhammadiyah Sekampung

"The formation of students who excel, have a noble character, smart, achievement, and responsible."

b. The mission SMP Muhammadiyah Sekampung

1) Increasing the appreciation and practice of Islamic teaching "*Amar Ma'ruf Nahi Munkar*".

2) Implementing effective and efficient learning and guidance.

3) Improving the academic and non academic skills.

4) Improving the discipline and high work ethic and excellent service.

5) Establishing harmonious cooperation between the school community and the related environment.

5. The condition of SMP Muhammadiyah Sekampung

a. Schools' name   : SMP Muhammadiyah Sekampung

b. Schools' address : Jl. Raya Sekampung No.57, Giri Klopomulyo,

Sekampung, East Lampung

c. The status   : Accredited of B

d. Schools' map   :

DENAH SEKOLAH SMP MUHAMMADIYAH SEKAMPUNG

PAGAR KELILING

BANGUNAN SMK MUHAMMADIYAH

GUDANG R.KEPSEK DAPUR

PERPUSTAKAAN

R.GURU

KANTIN

KANTIN

K.IX

K.VII

LAPANGAN FUTSAL

Sumur WC Guru WC Siswa

K.VIII 1

K.VIII 2

PARKIR MOTOR

KANTIN

GERBANG SEKOLAH

JEMBATAN

SALURAN IRIGASI

JEMBATAN

JALAN RAYA SEKAMPUNG

U
BL   TL
B   T
BD   TG
S

T : Timur
TG : Tenggara
S : Selatan
BD : Barat Daya
B : Barat
BL : Barat Laut
U : Utara
TL : Timur Laut

Source : *Documentation of Junior High School Muhammadiyah Sekampung*

B. Description of the Research Data

This research used classroom action research. The purpose of this research was to improve the students' speaking ability and the students result among the eighth graders of SMP Muhammadiyah Sekampung. The research was conducted in two cycles where the researcher did pre test before the treatment. The researcher used the use of Matching game to improve the students' speaking ability. The research result was gotten through test that conducted in the end of each cycles while the data of students' activity was gotten from the observation during the learning process.

a. Cycle 1

1) Planning

The researcher and the collaborator/English Teacher (Mrs. Nisaul Khoiriyahi, S.Pd) prepared some plans to conduct the classroom, as follow:

a) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.

b) The researcher prepared learning resource for students.

c) The researcher used Matching Game to be applied in acting phase improve students' speaking ability.

d) The researcher prepared observation format and also evaluation format to evaluate the student's activity after teaching and learning process.

e) The researcher and the collaborator designed the criteria of success.

2) **Acting**

The action in the cycle 1 consist of three meetings, one meeting for the pre-test, one meetings for the action, and one meeting for the post test, there are:

a) The first meeting

The first meeting was held on Wednesday, November 8th, 2017 carried out for 2 sessions (2 x 40 minutes). This meeting was started by praying and greeting, and checking the attendance list. This meeting was used for conducting pre-test. The test was about the students' speaking ability. Kind of test was spoken test where the students should give the opinion about two picture that is supermarket and traditional market. Some students were enjoying the task and others looked so worry. The score of students speaking skill in pre-test, as follow:

Table 7
The Table of Students' Speaking Score (Pre Test)

No	Name	ASPECT*					Total Score	Score	Category
		F	P	V	G	I			
1	ANH	4	2	3	2	3	14	70	Complete
2	ADY	4	3	3	2	2	14	70	Complete
3	AAP	3	2	3	2	3	13	70	Incomplete
4	AYS	2	2	3	2	3	12	60	Incomplete
5	EA	2	2	3	2	3	12	60	Incomplete

6	FK	4	3	3	2	3	15	75	Complete
7	FAL	2	2	3	2	3	12	60	Incomplete
8	GC	3	2	3	2	2	12	60	Incomplete
9	JA	3	3	3	3	3	15	75	Complete
10	MZAG	2	2	2	3	2	11	55	Incomplete
11	NR	2	1	2	2	2	9	45	Incomplete
12	PY	2	1	2	2	1	8	40	Incomplete
13	RNL	3	3	4	2	3	15	75	Complete
14	RM	2	2	3	3	2	12	60	Incomplete
15	RTWD	3	3	3	2	3	14	70	Complete
16	RLAS	3	3	2	3	2	13	65	Incomplete
17	RDAY	2	1	2	1	2	8	40	Incomplete
18	RP	2	2	3	1	2	10	50	Incomplete
19	F	2	2	3	3	2	12	60	Incomplete
20	SMA	2	2	3	1	3	11	55	Incomplete
21	SM	2	2	2	2	3	11	55	Incomplete
22	SA	2	2	3	2	2	11	55	Incomplete
23	DAS	2	2	3	2	2	11	55	Incomplete
24	HS	1	2	2	2	2	9	45	Incomplete
Total								1425	
Average								59,375	
Highest Score								75	
Lowest Score								40	

Table 8
The Frequency of the Students' Score in Pre-Test

No	Students' Score	Percentage	Frequency	Explanation
1	≥70	25%	6	Complete
2	<70	75%	18	Incomplete
Total		**100%**	**24**	

The result of the pre-test showed that there were 18 students incomplete to achieve the minimum mastery of criteria (MMC). There were only 6 students (25%) who gained score 70 or above, and 18 students (75%) who gained

score under 70. The highest score in pre-test was 75 and the lowest score was 40.

Figure 2
Result of the Students at the pre-test cycle I
Pre Test
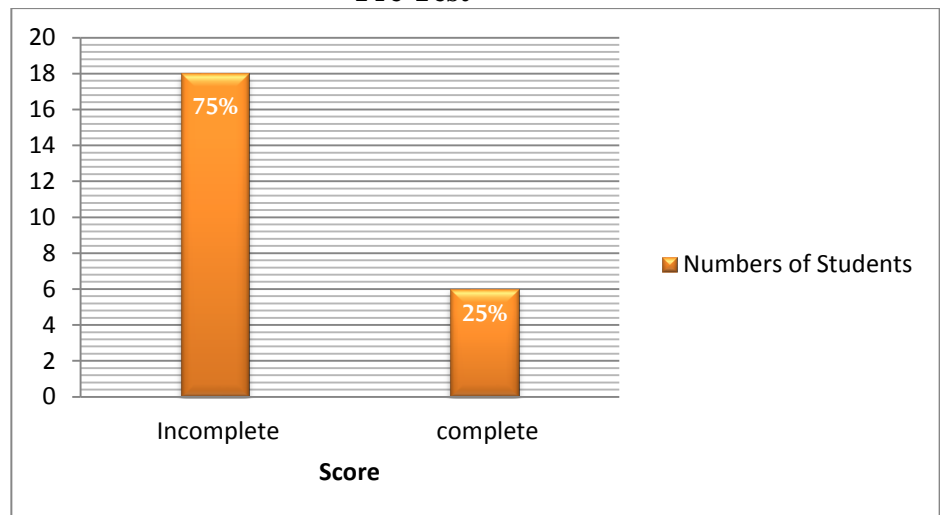
Based on the table of pre test above, it can be inferred that the students still low in speaking ability. Furthermore, this condition was appropriate with the background problem in the chapter I that the students needed other activity to improve their speaking ability.

b) **The Second Meeting**

In the second meeting was conducted on Wednesday, November 15th 2017 for 2x40 minutes. In this meeting, the researcher was being the teacher and the collaborator was being the observer, the action as follow:

a) Giving explanation about the material.

b) Asking the students to make a pair.

c) The teacher gives explanation of the procedures of Matching game.

d) Then asks the students to complete the task.

e) The teacher gives score of student's speaking ability personally and observes their problems. So, it can be references to improve the action in next meeting.

f) Giving guidance and task to the students for next meeting.

c) **The Third Meeting**

The third meeting was conducted on Wednesday, November 18th 2017, this meeting used as the post-test 1 for 2x40 minutes, after the students were given the action. The result of the students' score in post-test 1 will be showed in the following table:

Table 9

The Table of Students' Speaking Score (Post Test 1)

No	Name	ASPECT*					Total Score	Score	Category
		F	P	V	G	I			
1	ANH	4	3	3	2	3	15	75	Complete
2	ADY	4	3	3	3	2	15	75	Complete
3	AAP	2	2	3	2	3	12	60	Incomplete
4	AYS	3	2	3	3	3	14	70	Complete
5	EA	3	2	3	2	3	13	65	Incomplete
6	FK	4	3	3	3	3	16	80	Complete
7	FAL	3	2	3	3	3	14	70	Complete

8	GC	3	2	3	3	3	14	70	Complete
9	JA	3	3	3	3	3	15	75	Complete
10	MZAG	2	2	3	3	3	13	65	Incomplete
11	NR	2	2	3	2	3	12	60	Incomplete
12	PY	2	2	3	2	3	12	60	Incomplete
13	RNL	4	3	3	3	3	16	80	Complete
14	RM	3	2	4	4	3	16	80	Complete
15	RTWD	3	3	3	3	3	15	75	Complete
16	RLAS	3	3	3	3	3	15	75	Complete
17	RDAY	3	2	2	2	3	12	60	Incomplete
18	RP	3	2	3	3	3	14	70	Complete
19	F	3	3	4	3	3	16	80	Complete
20	SMA	3	2	3	2	3	13	65	Incomplete
21	SM	2	2	2	3	3	12	60	Incomplete
22	SA	3	2	3	3	3	14	70	Complete
23	DAS	3	2	3	3	3	14	70	Complete
24	HS	2	2	3	2	3	12	60	Incomplete
Total								1670	
Average								69,583	
Highest Score								80	
Lowest Score								65	

Table 10
The Frequency of the Students' Score in Post-Test I

No	Students' Score	Percentage	Frequency	Explanation
1	≥70	62,5%	15	Complete
2	<70	37,5%	9	Incomplete
Total		**100%**	**24**	

The result of the pre-test showed that there were 9 students incomplete to achieve the minimum standard of mastery (MMC). There were 15 students (62,5%) who gained score 70 or above, and 9 students (37,5%) who gained score under 70. The highest score in pre-test was 80 and the lowest score was 65.

Figure 3
Result of the Students at the pre-test cycle I
Post-Test 1
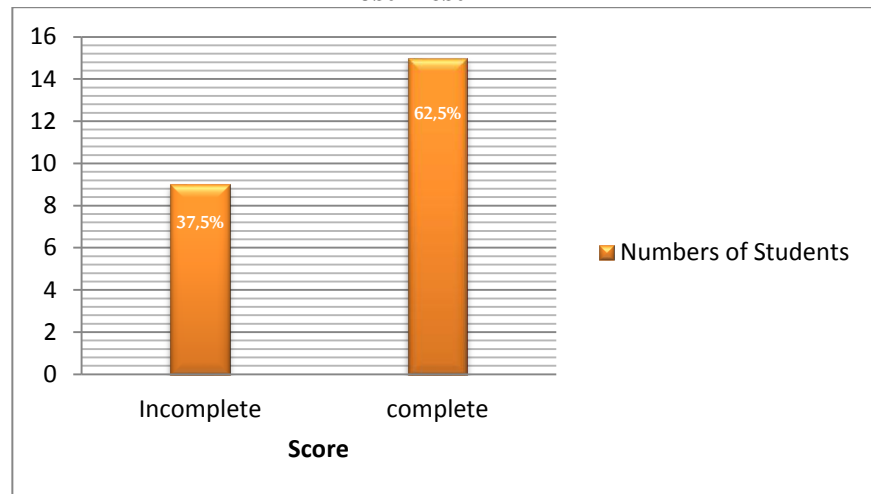
Based on the result of Post Test I, there were 15 students (62,5%) successful to complete the minimum mastery criteria (70) and 9 students (37,5%) unsuccessful to Complete it. The numbers of students who Complete still far from the indicator of success where 80% of students should get score more than 70.

3) **Observing**

The observation was conducted when the learning process happened by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of eighth graders of SMP Muhammadiyah Sekampung.

1) **The Observation of Students' Activities in Teaching and Learning Process**

Based on the observation sheet of students' activity, there were several students who did not pay attention in the

teaching and learning process. Besides, some of them were passive in the discussion and just a view of students worked together. Some of them made a note from the teacher explanation. However, most of students were done the task. The data of the students' activity can be seen in the following table:

Table 11
The Result of the Students Activity in the Teaching and Learning
Process in Cycle I

| No | Students' Activity | Cycle 1 | | | Average | Increasing | |
		1st meeting	2nd meeting	3rd meeting		1st-2nd meeting	2nd-3rd meeting
1	Giving attention to the teacher's explanation	12	17	19	69%	18%	11%
		54%	*71%*	*82%*			
2	Active in the group	9	17	24	70%	32%	29%
		39%	*71%*	*100%*			
3	Working together	16	20	22	82%	18%	7%
		68%	*86%*	*93%*			
4	Making notes from the material	6	12	19	54%	21%	32%
		29%	*50%*	*82%*			
5	Doing the task	18	19	22	83%	7%	11%
		75%	*82%*	*93%*			
	Average	53%	72%	90%	72%	19%	18%

Furthermore, to see the comparison of the students'

activities in cycle I :

Figure 4
The Result of the Students Activity in the Teaching and
Learning Process in Cycle I
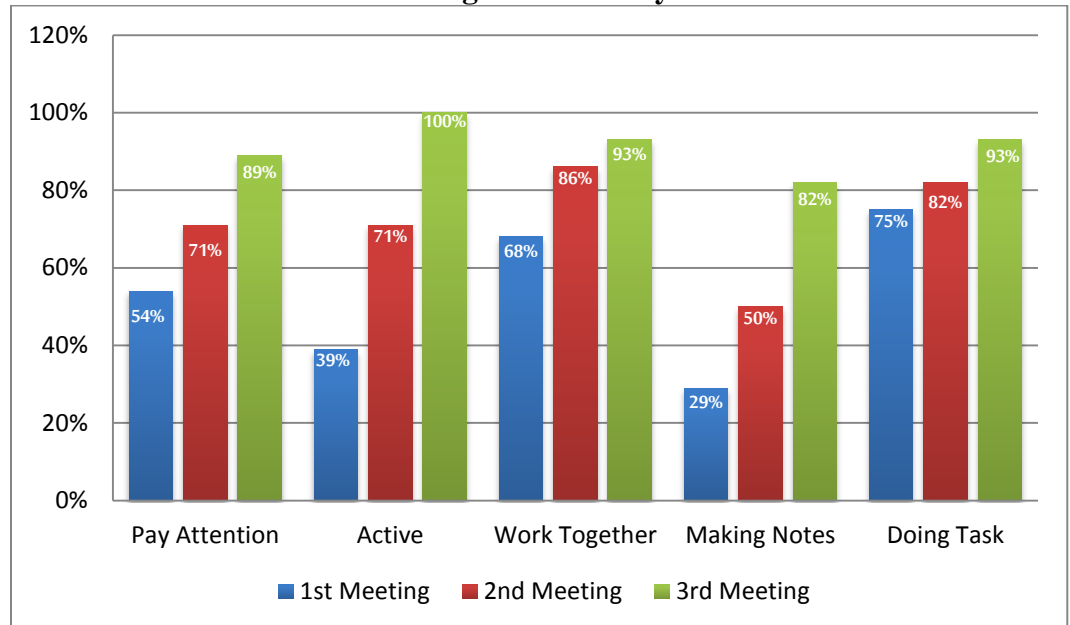
Based on the table and the chart above, it revealed that

71% of the students paid attention, 70% of the students were

active in group, 82% of students worked together, 54% of

students made notes and 83% of students did the task. The

average of the students activity was 72%, it can be conclude

that the students' activity were always improve by using

Matching Game.

2) The observation of teacher's activities in teaching and
learning process

During learning process, the activities were done by the

teacher during learning process influenced the students'

understanding about the material. The result of teacher's

activities in observation sheet could be seen on table 4

bellow:

Table 12
The Result of the teacher's Activity in the Teaching and
Learning Process in Cycle I

No	Aspect	Score		
		1st	2nd	3rd
1	**The teacher's preparation**	2	3	3
	- The materials are ready			
	- There is structure of the lesson			
2	**The teacher's mastery in the subject content**	2	2	3
	- The teacher shows good command and knowledge of subject content			
	- Relating with another knowledge			
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)			
3	**The teacher's teaching methods**	4	4	4
	- The teacher uses the relevant teaching method, strategy, technique or activity			
	- The teacher uses the appropriate media in teaching.			
4	**The teacher's performance**	2	2	3
	- Clearness of the teacher's sound			
	- Establishes classroom environment conducive to learning			
	- Establishes the communication between teacher and students			
5	**The ability of closing the meeting:**	2	2	2
	- Making conclusion made by the students and teacher together.			
	- Conducting evaluation			
6	**The ability of managing class**	2	2	3
	- All the students are treated fairly			
	- Used the time wisely			
	Total	14	15	18
	Percentage	58%	63%	75%

Furthermore, to see the comparison of the teacher'
activities in cycle I :

Figure 5
The Result of the Teacher Activity in the Teaching and
Learning Process in Cycle I
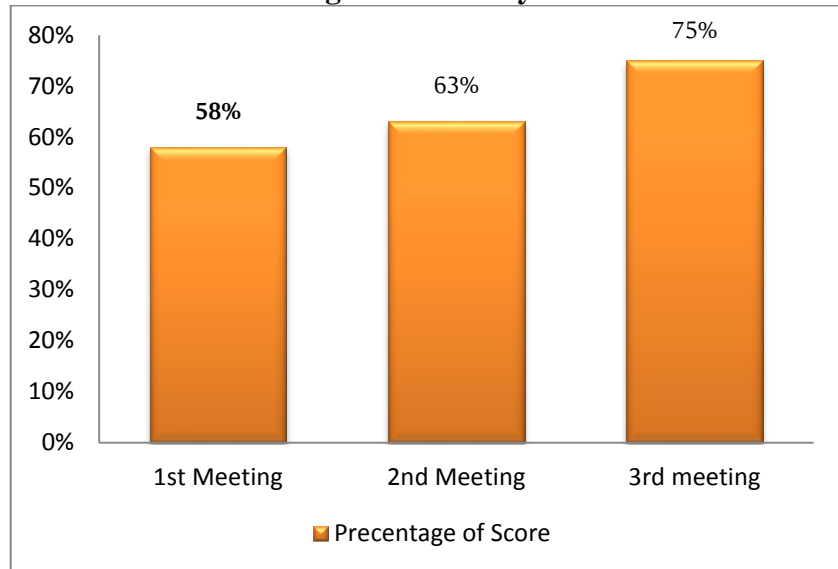
Based on the table above, it could be seen that that the teacher's activities during learning process achieved 58% in the first meeting, 63% in the second meeting, and 75% in the third meeting in Cycle I.

4) **Reflecting**

In the end of the Cycle I, the researcher and the collaborator did the evaluation and reflection together. According to the result of speaking score in Cycle I, the use of Matching Game could improve the students speaking ability but the numbers of students who Complete the MMC was only 15 students or 62,5%. Even though it incomplete the indicator of success, there was improvement in their speaking ability score.

Next, the students' activity also improved start form the first meeting until the third meeting in Cycle 1. It revealed that 71% of the students paid attention, 70% of the students were active in group, and 82% of students worked together, 54% of students made notes and 83% of students did the task. From the table, it concluded that the use of Matching Games activity improved the students' activity in the classroom.

In conclusion, there were some problems that should be repaired, so the researcher and the collaborator agreed to conduct Cycle to. The common mistake in the teaching and learning process became a reference to be better so that the use of matching game could improve the students' speaking ablity.

b. **Cycle 2**

a. **Planning**

Based on the reflecting in the Cycle I, the researcher and the collaborator made the planning as follow:

1) The researcher prepared the lesson plan including teaching procedure, media, and relevant material to be applied in acting phase.

2) The researcher prepared learning resource for students.

3) The researcher used the use of matching game to be applied in acting phase improve students' speaking ability.

4) The researcher prepared observation sheet and also evaluation sheet to evaluate the student's activity after teaching and learning process.

5) The researcher managed the time allocation well so that the purpose of the study achieved.

b. Acting

1) The First and The Second Meeting

The first meeting was conducted on Saturday, November 22th 2017. The time allocation was 2x40 minutes. The teaching and learning process was for treatment as follow:

a) The teacher greeted the students, prayed together and checked attendance list.

b) The teacher started the learning process by invite all the students to guess the material was.

c) The teacher explained the material while gave chance to student to ask

d) The teacher explained the rule of Matching Game.

e) The students were asked to do the simulation of matching game.

f) The teacher closed the first meeting.

The second meeting was conducted on Saturday, November 25th 2017. The time allocation was 2x40 minutes. The teaching and learning process was for treatment as follow:

a) The teacher greeted the students, prayed together and checked attendance list.

b) The teacher started the learning process by invite all the students to guess the material was.

c) The teacher explained the material while gave chance to student to ask

d) The teacher explained the rule of matching game.

e) The students were asked to do the task.

f) The teacher and the students discussed about several mistakes from their speaking ability

g) The teacher closed the second meeting by asking the students to practice speaking in home.

2) The Third Meeting

The third meeting was conducted on Wednesday, November 29th 2017. The time allocation was 2x40 minutes. The teaching and learning process was for Post Test II. The result of the students' speaking score could be seen in the following table:

Table 13
The result of the students' speaking score (post test II)

No	Name	ASPECT*					Total Score	Score	Category
		F	P	V	G	I			
1	ANH	4	2	3	4	3	16	80	Complete
2	ADY	4	3	3	4	3	17	85	Complete
3	AAP	2	2	3	3	3	13	65	Incomplete
4	AYS	3	2	3	3	4	15	75	Complete

5	EA	3	3	3	3	3	15	75	Complete
6	FK	4	3	3	3	4	17	85	Complete
7	FAL	4	3	3	3	3	16	80	Complete
8	GC	3	3	3	3	3	15	75	Complete
9	JA	4	3	3	4	3	17	85	Complete
10	MZAG	2	2	3	3	3	13	65	Incomplete
11	NR	3	2	3	3	3	14	70	Complete
12	PY	3	2	3	3	3	14	70	Complete
13	RNL	4	3	3	4	4	18	90	Complete
14	RM	3	2	4	4	3	16	80	Complete
15	RTWD	4	3	3	4	3	17	85	Complete
16	RLAS	3	3	3	3	3	15	75	Complete
17	RDAY	3	2	3	3	3	14	70	Complete
18	RP	3	2	3	3	3	14	70	Complete
19	F	3	3	4	4	3	17	85	Complete
20	SMA	3	2	3	3	3	14	70	Complete
21	SM	3	2	3	4	3	15	75	Complete
22	SA	3	3	3	4	3	16	80	Complete
23	DAS	3	2	3	4	4	16	80	Complete
24	HS	2	2	3	3	3	13	65	Incomplete
Total								1835	
Average								76,460	
Highest Score								90	
Lowest Score								65	

Table 14
The Frequency of the Students' Score in Post-Test II

No	Students' Score	Percentage	Frequency	Explanation
1	≥ 70	87,5%	21	Complete
2	<70	12,5%	3	Incomplete
Total		**100%**	**24**	

The result of the pre-test showed that there were 21 (87,5%) students complete to achieve the minimum standard of mastery (MMC). There were only 3 (12,5%) students did not complete the MMC The highest score in pre-test was 90 and the lowest score was 65.

Figure 6
Result of the Students Speaking Score in the Post Test II
Cycle II
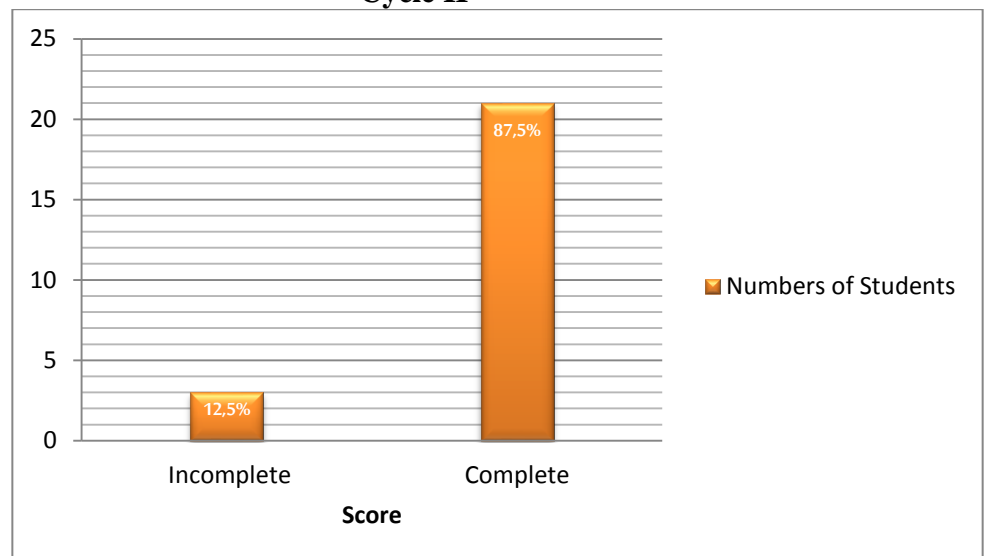
Based on the result of Post Test II, there were 21 students (87,5%) success to complete the minimum mastery criteria (70) and 3 students (12,5%) incomplete it. The numbers of students who Complete was 21 or 87,5%. It reached the indicator of success where 80% the students could get the score ≥ 70. It meant that the use of Matching Game was success to improved the students' speaking ability.

c. **Observing**

The observation was conducted when the learning process happened (Cycle II) by using the observation sheet for students activities in class and the observation sheet for teacher activity. The observation was done by the collaborator (English teacher) of eighth graders of SMP Muhammadiyah Sekampung.

a) **The Observation of Students' Activities in Teaching and**

   Learning Process

   Based on the observation sheet, the students more

enthusiasm to pay attention learning process. Then, most of

them were active in the group and working together. Now,

most of students made a note and all of students did the task.

The data of the students' activity can be seen in the following

table:

Table 15
The Result of The students Activity in the teaching and learning
process in Cycle II

No	Students' Activity	Cycle II			Average	Increasing	
		1st meeting	2nd meeting	3rd meeting		1st-2nd meeting	2nd-3rd meeting
1	Giving attention to the teacher's explanation	20 *86%*	21 *89%*	24 *100%*	92%	4%	11%
2	Active in the group	24 *100%*	24 *100%*	24 *100%*	100%	0%	0%
3	Working together	22 *93%*	24 *100%*	24 *100%*	98%	7%	0%
4	Making notes from the material	20 *86%*	20 *86%*	22 *93%*	88%	0%	7%
5	Doing the task	24 *100%*	24 *100%*	24 *100%*	100%	0%	0%
	Average	93%	95%	99%	95%	2%	4%

Furthermore, to see the comparison of the students'
activities in cycle I :

Figure 7
The Result of the students Activity in the teaching and
learning process in Cycle II
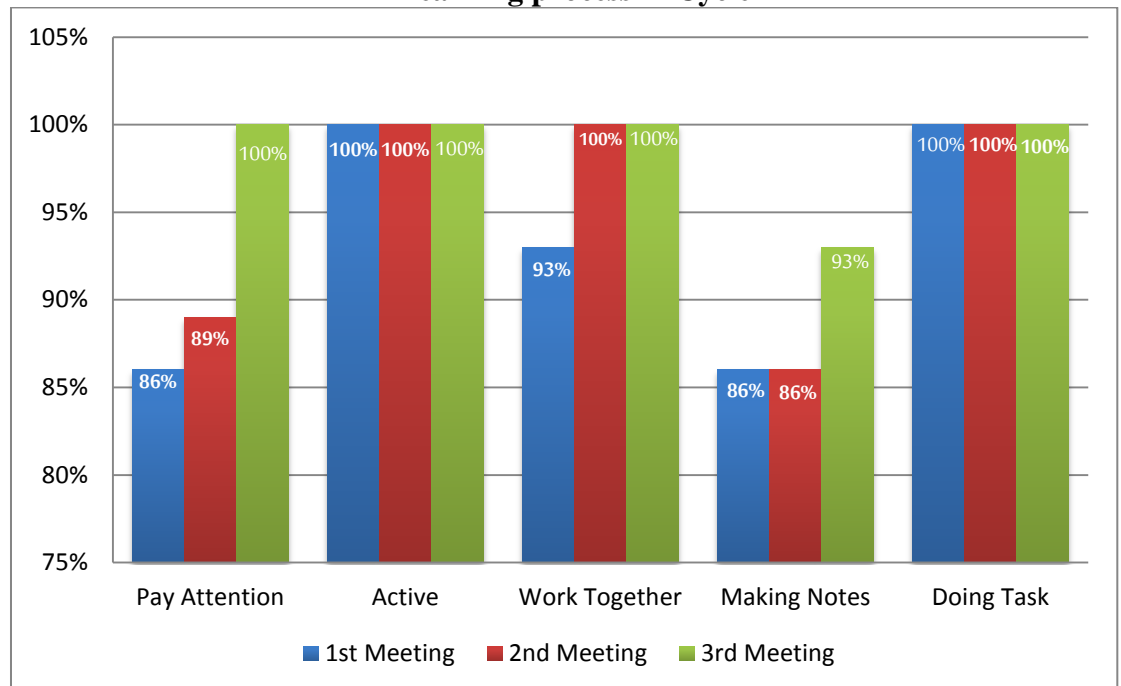
Based on the table and the chart above, it revealed that
95% of the students are active in the teaching and learning
process. From the table, it can be conclude that the students'
activity were always Improve from the first meeting until the
third meeting in the Cycle II by using matching game.

b) **The Observation of Teacher's Activities in Teaching and**
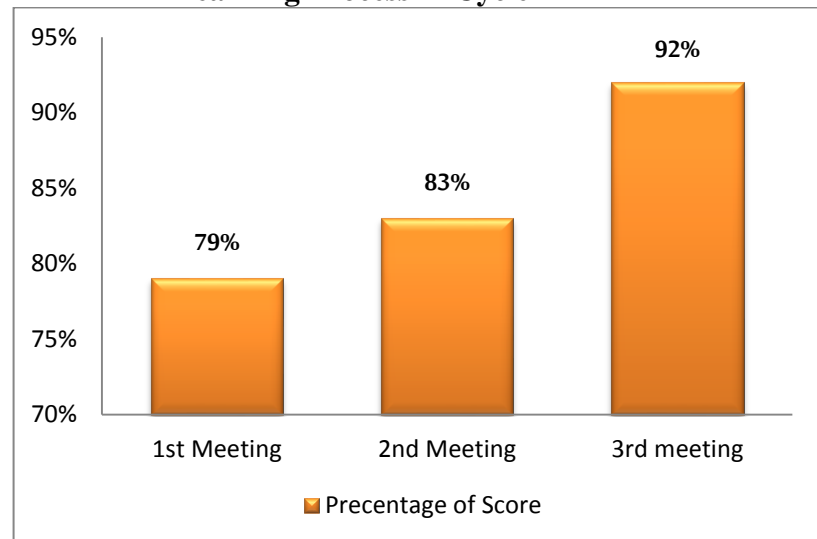   **Learning Process**

During learning process, the activities were done by the
teacher during learning process influenced the students'
understanding about the material. The result of teacher's
activities in observation sheet could be seen on table below:

Table 16
The Result of the Teacher's Activity in the Teaching and
Learning Process in Cycle II

No	Aspect	Score		
		1st	2nd	3rd
1	**The teacher's preparation**			
	- The materials are ready	3	4	4
	- There is structure of the lesson			
2	**The teacher's mastery in the subject content**			
	- The teacher shows good command and knowledge of subject content	3	3	4
	- Relating with another knowledge			
	- Teaching materials conveyed by the teacher is true (based on the aim of the lesson)			
3	**The teacher's teaching methods**			
	- The teacher uses the relevant teaching method, strategy, technique or activity	4	4	4
	- The teacher uses the appropriate media in teaching.			
4	**The teacher's performance**			
	- Clearness of the teacher's sound			
	- Establishes classroom environment condusive to learning	3	3	3
	- Establishes the communication between teacher and students			
5	**The ability of closing the meeting:**			
	- Making conclusion made by the students and teacher together.	3	3	3
	- Conducting evaluation			
6	**The ability of managing class**			
	- All the students are treated fairly	3	3	4
	- Used the time wisely			
	Total	19	20	22
	Percentage	79%	83%	92%

Furthermore, to see the comparison of the teacher'

activities in cycle II :

Figure 8
The Result of the Teacher Activity in the Teaching and
Learning Process in Cycle II

Based on the table above, it could be seen that that the

teacher's activities during learning process achieved 79% in

the first meeting, 83% in the second meeting, and 92% in the

third meeting in Cycle II.

d. Reflecting

The implementation of the use of matching game in Cycle II

was better than Cycle I. It could be seen from the improvement of

the students' speaking score and the students' activity.

The percentage of the students speaking score in the Post

Test I was 62,5% while in the Post Test II was 87,5%. It

achieved the indicator of success. Then, the percentage of

students' activity in the Cycle I was 72% while in the Cycle II

was 95%. It also achieved the indicator of success.

In conclusion, the use of matching game was success to improved not only the students speaking ability but also the students activity in the speaking class.

C. Discussion

1. Interpretation the Result of Students' Speaking Score in Cycle I and Cycle II

a. The Result of the Students' Speaking Score in Cycle I

The use of Matching game made the students speaking score better than the pre-test. The comparison of the students speaking score could be seen in the following table:

Table 17
The Result of Students Speaking Score in Pre Test and Post Test I

No	Name	Pre-test Score	Post-Test I Score	Improving	Improving Percentage	Explanation
1	ANH	70	75	5	7%	Improved
2	ADY	70	75	5	7%	Improved
3	AAP	65	60	-5	-8%	Decreased
4	AYS	60	70	10	17%	Improved
5	EA	60	65	5	8%	Improved
6	FK	75	80	5	7%	Improved
7	FAL	60	70	10	17%	Improved
8	GC	60	70	10	17%	Improved
9	JA	75	75	0	0%	Constant
10	MZAG	55	65	10	18%	Improved
11	NR	45	60	15	33%	Improved
12	PY	40	60	20	50%	Improved
13	RNL	75	80	5	7%	Improved
14	RM	60	80	20	33%	Improved
15	RTWD	70	75	5	7%	Improved
16	RLAS	65	75	10	15%	Improved
17	RDAY	40	60	20	50%	Improved
18	RP	50	70	20	40%	Improved
19	F	60	80	20	33%	Improved

20	SMA	55	65	10	18%	Improved
21	SM	55	60	5	9%	Improved
22	SA	55	70	15	27%	Improved
23	DAS	55	70	15	27%	Improved
24	HS	45	60	15	33%	Improved
Total		**1425**	**1670**	**250**	**480%**	
Average		**59,375**	**69,583**	**10,416**	**23%**	

Furthermore, the chart of the comparison of the students speaking score in the pre-test and post test I was presented below:

Figure 9
The Result of Students Speaking Score in Pre Test and Post Test I
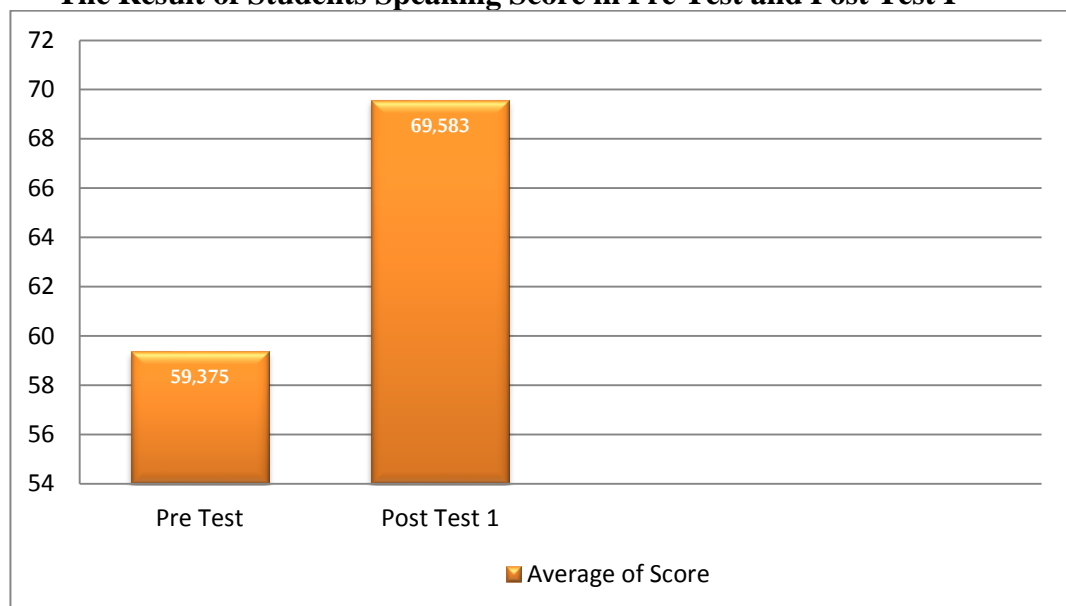
From the explanation above, it could be concluded that there was an improvement in the students' speaking score from pre-test to post test I. In the pre test the average was 59,375 and in the post test I was 69,583 The improvement was 10,416 from pre test to post test I.

b. **The Result of the Students' Speaking Score in Cycle II**
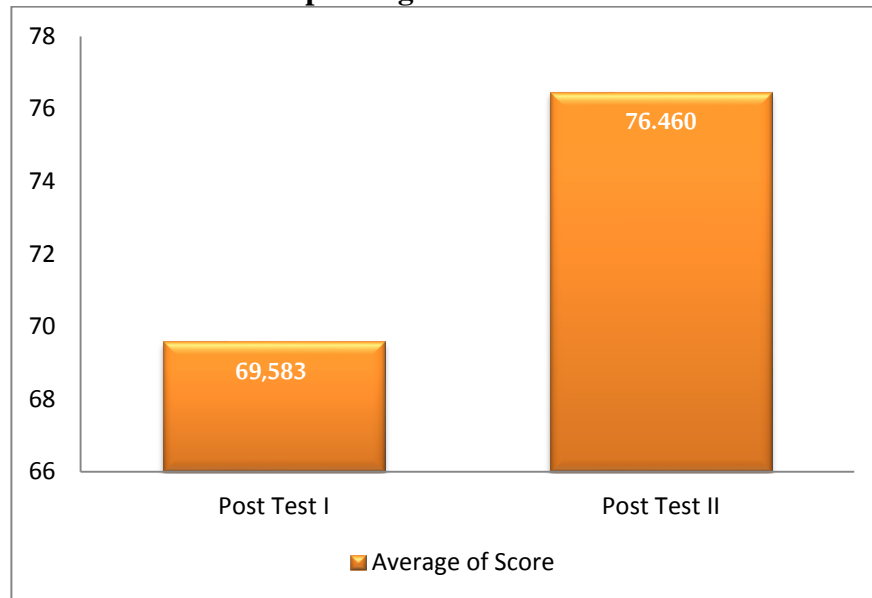
The result of the speaking score in Cycle II as follow:

Table 18
The Result of Students Speaking Score in Post Test I and Post Test II

No	Name	Post-Test I Score	Post-Test II Score	Increasing	Increasing Percentage	Explanation
1	ANH	75	80	5	7%	Improved
2	ADY	75	85	10	13%	Improved
3	AAP	60	65	5	8%	Improved
4	AYS	70	75	5	7%	Improved
5	EA	65	75	10	15%	Improved
6	FK	80	85	5	6%	Improved
7	FAL	70	80	10	14%	Improved
8	GC	70	75	5	7%	Improved
9	JA	75	85	10	13%	Improved
10	MZAG	65	65	0	0%	Constant
1	NR	60	70	10	17%	Improved
12	PY	60	70	10	17%	Improved
13	RNL	80	90	10	13%	Improved
14	RM	80	80	0	0%	Constant
15	RTWD	75	85	10	13%	Improved
16	RLAS	75	75	0	0%	Constant
17	RDAY	60	70	10	17%	Improved
18	RP	70	70	0	0%	Constant
19	F	80	85	5	6%	Improved
20	SMA	65	70	5	8%	Improved
21	SM	60	75	15	25%	Improved
22	SA	70	80	10	14%	Improved
23	DAS	70	80	10	14%	Improved
24	HS	60	65	5	8%	Improved
Total		**1670**	**1835**	**165**	**242%**	
Average		**69,583**	**76,460**	**6,875**	**10%**	

Furthermore, the chart of the comparison of the students speaking score in the post-test I and post test II was presented below:

Figure 10
The Result of Students Speaking Score in Post Test I and Post Test II

From the explanation above, it could be concluded that there was an improvement in the students' speaking score from post test I to post test II. In post test I, the average was 69,583 and in the post test II was 74,460. The improvement was 6,875 from post test I to post test II.

c. **The Result of the Research**

The recapitulation of the students' improvement in the speaking score from pre test, post test I, post test II could be seen in the following table :

Table 19
The Recapitulation of Students' Improvement in Speaking Ability Score

No	Name	Pre-Test Score	Post-Test I Score	Post-Test II Score	Increasing	Explanation
1	ANH	70	75	80	10	Improved
2	ADY	70	75	85	15	Improved
3	AAP	65	60	65	0	Constant
4	AYS	60	70	75	15	Improved
5	EA	60	65	75	15	Improved
6	FK	75	80	85	10	Improved
7	FAL	60	70	80	20	Improved
8	GC	60	70	75	15	Improved
9	JA	75	75	85	10	Improved
10	MZAG	55	65	65	10	Improved
11	NR	45	60	70	25	Improved
12	PY	40	60	70	30	Improved
13	RNL	75	80	90	15	Improved
14	RM	60	80	80	20	Improved
15	RTWD	70	75	85	15	Improved
16	RLAS	65	75	75	10	Improved
17	RDAY	40	60	70	30	Improved
18	RP	50	70	70	20	Improved
19	F	60	80	85	25	Improved
20	SMA	55	65	70	15	Improved
21	SM	55	60	75	20	Improved
22	SA	55	70	80	25	Improved
23	DAS	55	70	80	25	Improved
24	HS	45	60	65	20	Improved
Total		**1425**	**1670**	**1835**	**415**	
Average		**59,375**	**69,583**	**76,460**	**17,291**	

Furthermore, the chart of the comparison of the students speaking

score in the pre-test and post test I was presented below:

Figure 11
The Result of Students Speaking Score inPre-Test, Post Test I and Post Test II
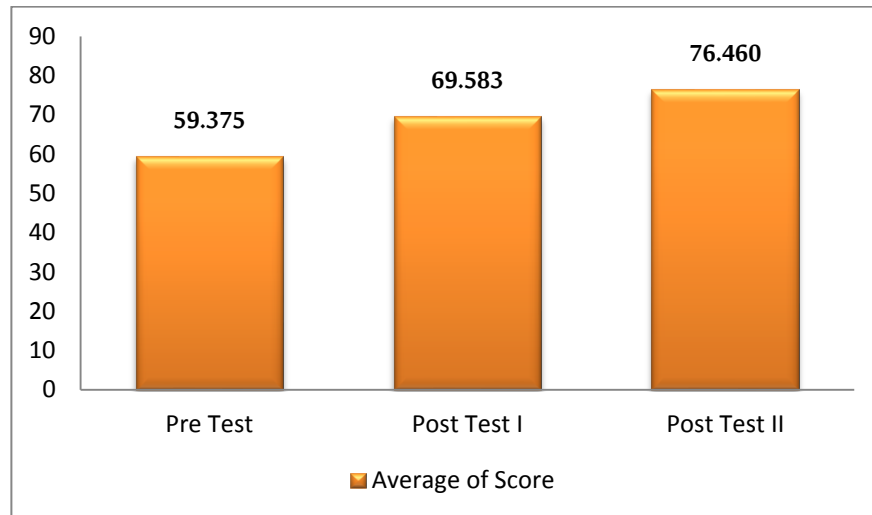
From the explanation above, there was an improvement in the students' speaking score from Pre Test to post test I to post test II. In pre test, the average was 59,375 in post test I, the average was 69,583 and in the post test II was 76,460. The improvement was 16,2 from pre test to post test I then the improvement was 6,9 from post test I to post test II. In conclusion, the use of Matching Game could improve the students speaking ability.

2. **Interpretation the Result of Students' and Teacher's Activity in Cycle I and Cycle II**

a. **The Result of the Observation on Students' Activity**

This observation result got when the teaching and learning process happened. The comparison of the students' activity in Cycle I and Cycle II could be seen in the following table:

Table 20
The result of the Students' Activity in Cycle I and Cycle II

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	*53%*	*72%*	*90%*	215%	72%	Improved
Cycle II	93%	95%	99%	287%	96%	Improved

From the table above, it showed that there was Improving in students' activity from the cycle I to cycle II. The average in cycle I was 72% and in cycle II was 96%. It achieved the indicator of success where 70% of students were active in learning process. It meant that the use of Matching Game also improved the students' activity in speaking class.

b. **The Result of the Observation in Teacher's Activity**

This observation result got when the teaching and learning process happened. The comparison of the teacher's activity in Cycle I and Cycle II could be seen in the following table:

Table 21
The result of the Teacher's Activity in Cycle I and Cycle II

	1st Meeting	2nd Meeting	3rd Meeting	Total	Average	Note
Cycle I	58%	63%	75%	196%	65%	Improved
Cycle II	79%	83%	92%	254%	85%	Improved

From the table above, it showed that there was increasing in teacher's activity from the cycle I to cycle II. The average in cycle I was 65% and in cycle II was 85%.

CHAPTER V

CONCLUSION

A. CONCLUSION

Based on the research conducted at the eighth grade of SMP Muhammadiyah Sekampung, the reseacher concluded that there was significant improvement in students' speaking ability by using Matching Gameactivity. It was supported by the improvement of the students speaking result from 6 students (25%) at pre test, 15 students (75%) at post test I, and 23 students (87,5%) at post test II who got score 70 or more. It means that the result of the post test II has already reached the indicator that is 80% of the students get score 70 or more.

Furthermore, Clustering technique improved students' activities in speaking class. It was proved by the result of observation sheet on students' activities. In cycle I, there was 72% of students were active in speaking class. In cycle II, there were 96% of the students were active. it showed that the use of Matching Game also improve the students' activities in speaking class.

Therefore, the use of Matching Game could be used as the alternative activity in teaching speaking ability. The use of Matching Game made the students be more confident to speak. Then, it gave opportunities to students to practice speaking in classroom. Next, the students were interest in studying English, especially in speaking.

B. SUGGESTION

Referring to the result of the research and the conclusion stated previously, the researcher proposed some suggestion as follow:

a. For the Students

This research can be used to help the student interest in English learning process and to improve their speaking ability.

b. For the English Teacher

This research can be used as new way to facilitate the learning process especially in speaking subject.and as an alternative activity in teaching speaking to make the students comfort, enjoy the learning process and improve students speaking ability.

c. For the Other Researcher

This research can be used as a new reference for the other researcher to do a new research in English learning especially in speaking subject.

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