

AN UNDERGRADUATE THESIS

**IMPROVING STUDENT'S GRAMMAR MASTERY BY USING
GARDEN PATH TECHNIQUE OF THE ELEVENTH
GRADERS AT MA DARUL A'MAL WEST METRO**

By:

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FACULTY OF TARBIYAH AND TEACHING TRAINING**

**STATE ISLAMIC INSTITUTE OF METRO
1443 H/2022 M**

**IMPROVING STUDENT’S GRAMMAR MASTERY BY USING
GARDEN PATH TECHNIQUE OF THE ELEVENTH
GRADERS AT MA DARUL A’MAL WEST METRO**

Presented as a Partial Fulfillment of the Requirements
for the Degree of Sarjana Pendidikan (S.Pd)
in English Education Department

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APPROVAL PAGE

Title : IMPROVING STUDENT'S GRAMMAR MASTERY BY USING
GARDEN PATH TECHNIQUE OF THE ELEVENTH GRADERS AT
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NOTIFICATION LETTER

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Assalamu'alaikum, Wr. Wb


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

Wassalmu'alaikum Wr. Wb

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AssalamualaikumWr.Wb.

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A'MAL METRO BARAT

Sudah kami dapat setuju dan dapat diajukan untuk dimunaqosyahkan, demikian harapan kami atas perhatiannya kami ucapkan terima kasih.

Ketua Jurusan Tadris Bahasa Inggris

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RATIFICATION PAGE

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The Undergraduate Thesis entitled: IMPROVING STUDENT'S GRAMMAR MASTERY BY USING GARDEN PATH TECHNIQUE OF THE ELEVENTH GRADERS AT MA DARUL A'MAL WEST METRO written by: VIVI ULYA PUTRI, Student Number 1601070057, English Education Department, had been examined (Munaqosyah) in Tarbiyah and Teacher Training Faculty on Wednesday, February 23th, 2022 at 13:30-15:30 p.m.

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IMPROVING STUDENT'S GRAMMAR MASTERY BY USING GARDEN PATH TECHNIQUE OF THE ELEVENTH GRADERS AT MA DARUL A'MAL WEST METRO

ABSTRACT

**By :
VIVI ULYA PUTRI**

This study aims to investigate whether the use of the Garden Path technique can improve student's grammar mastery in simple present tense. The researcher conducted this research on the basis of the problems that the researchers found in the pre survey process because there were 81% of students who did not achieve passing grade in their grammar mastery.

This research was a classroom action research conducted in two levels (cycles). The objects of this research were 27 students at MA Darul A'mal West Metro. The material used in this research was simple present tense in expressing opinion. In this study, the students were given an initial test (pre-test) before the implementation of the study and the final (post-test) after the implementation of the study. In collecting data, the researcher used the method of observation, tests, field note, and documentation.

The result of this study indicated that there was an improvement in students' grammar mastery taught by using garden path technique. This improvement was seen from the progress of students' average grades in the pre-test, post-test I and post-test II. The pre-test grade in the first cycle was 60 and in the post-test it was 71 to 79. In addition, the percentage of the students that achieve passing grade in post-test 2 is 78%. It means that the percentage had achieved the indicator of success. Therefore, the use of the Garden Path technique can improve the grammar mastery of class XI students at MA Darul A'mal West Metro. Moreover, Garden Path technique can improve students learning activity. It is indicated by the result of learning activity percentage in post-test II that is 85%. It had been achieved the indicator of success.

Keywords : *Garden Path Technique, grammar mastery, simple present*

MENINGKATKAN PENGUASAAN GRAMMAR SISWA DENGAN MENGGUNAKAN TEKNIK GARDEN PATH KELAS XI DI MA DARUL A'MAL METRO BARAT

ABSTRAK

**Oleh :
VIVI ULYA PUTRI**

Penelitian bertujuan untuk mengetahui apakah penggunaan teknik Garden Path dapat meningkatkan penguasaan grammar siswa dalam simple present tense dalam mengungkapkan pendapat secara benar dalam proses pembelajaran. Peneliti melakukan penelitian ini atas dasar permasalahan yang peneliti temukan dalam proses pra survey karena ada 81% siswa yang tidak mencapai passing grade dalam penguasaan tata bahasa mereka.

Penelitian ini merupakan penelitian tindakan kelas yang dilakukan dalam dua tingkat (siklus). Objek penelitian ini adalah 27 siswa di MA Darul A'mal Metro Barat. Materi yang digunakan dalam penelitian ini adalah simple present tense dalam mengungkapkan pendapat. Dalam penelitian ini siswa diberikan tes awal (pre-test) sebelum melaksanakan pembelajaran dan tes akhir (post-test) setelah pelaksanaan pembelajaran. Dalam pengumpulan data, peneliti menggunakan metode observasi, tes, dan dokumentasi.

Hasil penelitian ini menunjukkan bahwa ada peningkatan penguasaan grammar siswa yang diajar dengan teknik Garden Path. Peningkatan ini terlihat dari kemajuan nilai rata-rata siswa pada pre-test, post-test I, dan post-test II. Nilai pre-test pada siklus I adalah 60 dan pada post-test I adalah 71 menjadi 79. Selain itu persentase siswa yang mencapai kriteria ketuntasan minimum (KKM) pada post-test II adalah 78%, Artinya 3 persentase tersebut telah mencapai indikator keberhasilan. Oleh karena itu penggunaan teknik Garden path dapat meningkatkan penguasaan grammar siswa kelas XI Darul A'mal Metro Barat. Selain itu, teknik garden path dapat meningkatkan aktivitas belajar siswa. Hal ini ditunjukkan dengan hasil persentase aktivitas belajar pada post-test II yaitu 85%. Indikator keberhasilan telah tercapai.

Kata kunci: *Garden Path Technique, menguasai grammar, simple present tense*

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Menyatakan bahwa sekripsi ini secara keseluruhan adalah hasil penelitian saya, kecuali bagian-bagian tertentu yang dirujuk dari sumbernya dan dibuktikan dalam daftar pustaka.



VIVI ULYA PUTRI
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MOTTO

لَا يُكَلِّفُ اللَّهُ نَفْسًا إِلَّا وُسْعَهَا

Allah does not burden a person but according to his ability

(Q.S: Al-baqarah, 286)

إِذَا سَمِعْتَ شَيْئًا فَأَكْتُبْهُ وَلَوْ فِي الْحَائِطِ

**When you hear something from knowledge, write even if it's on
the wall**

(HR. Abu kaitsamah in Al-Ilmu number 146)

DEDICATION PAGE

This piece of works dedicated to:

1. My beloved family, especially my parents (Mr. Bambang Irianto and Mrs. Ratmi Imantari) who always pray and support in their endless love.
2. My sponsor Dr. Widhiya Ninsiana, M.Hum. and Co-sponsor Linda Septiyana, M.Pd. thanks for guiding and the times.
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4. My beloved Boarding School Darul A`mal Metro and the teachers.
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Praise thanks to Allah who has been giving his blessing and mercy to the researcher to complete a research entitled “Improving Student’s Grammar Mastery By Using Garden Path Technique Of The Eleventh Graders At Ma Darul A’mal West Metro”. Sholawat and salam are being upon our prophet Muhammad SAW, the great leader of moral awakening in the world.

In this opportunity, the researcher would like to express her deepest gratitude especially to:

1. Dr. Hj. Siti Nurjanah, M.Ag. PIA as the head of IAIN Metro Lampung
2. Dr. Zuhairi, M.Pd, as the Dean of Tarbiyah and the Teacher Training Faculty of IAIN Metro Lampung
3. Andianto, M.Pd, as the head of English Education Department of IAIN Metro Lampung
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5. Headmaster, Teacher, Staff of MA Darul A’mal West Metro, who gives permission to the researcher, conducts the research in this school.

The research do apologizes for all mistakes that she has made in grammar and in finishing this undergraduate thesis. All comment and criticizes are really welcomed to lighten up the quality of this a research. Hopefully, this

undergraduate thesis can be a meaningful benefit for the researcher especially and for our campus and all readers generally.

Metro, January 2022
The researcher,

A handwritten signature in black ink, appearing to read 'Vivi Ulya Putri', with a stylized flourish at the end.

VIVI ULYA PUTRI
NPM. 1601070057

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CHAPTER I

INTRODUCTION

A. Background of Study

Grammar is rule for arranging words, so that the word becomes a sentence that is easily understood by the reader. In arranging a word to become a sentence requires correct rules in composing the sentences. There are many techniques that can be used to improve grammar mastery. Considering that grammar is an important rule English, there for the use of the garden path technique needs to be tried to improve students' grammar mastery skills.

In addition, grammar in English serves to avoid misunderstanding in meaning because sentences are unclear and unstructured. Therefore, it is necessary to use a technique to improve students' ability to use good and correct grammar. Grammar mastery makes the students easier to understand English texts.

Grammar is one of the English language skills that are important to master, by mastering grammar students can produce a form of communication that is easy understand both spoken and written so that there are no errors in meaning. However, grammar is not easy for students to master, this is due to low grammar and a lack of students' interest in learning grammar, besides learning grammar tends to be boring for students of the complexity of grammar and the complexity of the theory that must be mastered.

Simple present is one part of material grammar, especially used for situations that include speaking or writing to show facts, general truths, and habitual actions. Simple Present is very important to master. That's because the simple present is used to express activities that often occur, usually occur in everyday life or indicate actions or circumstances that are happening now.

Garden path technique is considered a teaching technique of syntactic parsing that guide the learners to analyze the incoming sequence of words to determine what categories the words correspond to parts of speech and to build a syntactic structure for the sequence.¹ This means that the garden path technique is related to grammar, because this technique aims at requiring students to analyze words that refer to word classes.

Regarding the problem of grammar, the researcher has conducted a pre-survey of graders XI IPA 3 MA Darul A'mal. In the pre-survey process the researcher gets an archive of English assignment grades from an English teacher of graders XI IPA 3 MA Darul A'mal related to grammar mastery. The pre-survey results are illustrated in the following table:

¹ Matthew J. Traxler, *Introduction to Psycholinguistics understanding Language Science*

Table 1
The Result of Pre-Survey
Grammar Mastery of the Eleventh Graders
MA Darul A'mal

No	Name	Grade	Criteria
1	AY	65	Incomplete
2	AWS	80	Complete
3	AC	60	Incomplete
4	DPE	67	Incomplete
5	EM	55	Incomplete
6	FDE	85	Complete
7	FN	68	Incomplete
8	FRH	65	Incomplete
9	HS	54	Incomplete
10	HKN	67	Incomplete
11	IFR	88	Complete
12	INF	70	Complete
13	IRJ	66	Incomplete
14	IK	76	Incomplete
15	KS	70	Incomplete
16	LA	60	Incomplete
17	LN	80	Complete
18	ML	90	Complete
19	NR	67	Incomplete
20	NHS	77	Complete
21	NQS	79	Complete
22	RFM	67	Incomplete
23	RJ	77	Complete
24	SWH	60	Incomplete
25	SBA	70	Incomplete
26	TDR	87	Complete
27	TMS	60	Incomplete

Table 2
The Pre-survey Result
The Students' Grammar Mastery

No	Grade	Frequency	Percentage	Criteria
1	≥ 77	5 students	19%	Complete
2	< 77	22 students	81%	Incomplete

Based on the information from the table, it is know that 22 students 81% were unable to achieve the minimum completeness criteria is 77, especially in their grammar mastery. This shows that the students' grammar mastery ability class students XI IPA 3 MA Darul A'mal is not satisfactory. Therefore, there needs to be an effort to improve it.

Moreover, in the process of pre-survey, the researcher observed the students' assignment given by the English teacher. Based on the observation result, it is known that students have low grammar mastery, limited mastery of English vocabulary, low writing skills, difficulty in developing ideas in their English writing.

In connection with these problems, it is necessary to make efforts to improve students' grammar. Grammar has many different theories that make students bored and confuse about learning these theories. Therefore teachers need teaching technique that can improve students' competence in learning grammar easily. A supportive teaching technique makes students feel motivated and it is easy to learn good grammar. One such effort is the right teaching technique. Garden path is one of the technique used in teaching grammar.

The Garden Path technique encourages student to make cognitive comparisons between their own natural speech and the correct speech of the target language. In addition, garden path technique can be used as corrective feedback and help students to learn grammatical points well. Therefore, this technique is believed to be able to help students enjoy learning in the classroom.

Based on all explanations above, efforts to improve grammar are very important to do. In this case the researcher applied the garden path technique in efforts to improve students' grammar through Classroom Action Research (CAR) research. Therefore, the researcher compiled a research proposal entitled **“IMPROVING STUDENTS’ GRAMMAR MASTERY BY USING GARDEN PATH TECHNIQUE OF THE ELEVENTH GRADERS AT MA DARUL A’MAL WEST METRO”**.

B. Problem Identification

Based on the background of the study, the researcher identifies several research problems, including of:

1. The students have limited writing skill.
2. The students have low mastery in English simple present tense.
3. The students have low of English vocabulary.
4. The students have difficulties in developing ideas in the writing process.

C. Problem Limitation

Based on the problem identification above, the researcher limits the research problem by focusing on problem number 2, namely the students' low

mastery in English simple present tense. Therefore so the researcher used the garden path technique. Therefore, the researcher conducted a research entitled *Improving Students' Grammar Mastery by Using Garden Path Technique of the Eleventh Graders at MA Darul A'mal West Metro*.

D. Problem Formulation

Based on the problem formulation, the researcher formulated the research problem: *Can the Garden Path Technique improve students' grammar mastery and learning activity of the eleventh graders at MA Darul A'mal West Metro?*

E. Objectives and Benefits of the Study

1. Objectives of The Study

Based on the problem formulation, the researcher formulated research objectives to improve students' Grammar Mastery and learning activity by using Garden Path Technique of the Eleventh Graders at MA Darul A'mal West Metro.

2. Benefits of Study

This research is expected to give contributions in teaching English both theoretically and practically.

a. Theoretically

This study supports the theories on language teaching and learning, especially those related to the implementation of garden path technique in teaching grammar.

b. Practically

1) For the Students

Through this research students are expected to be helped in learning English, especially in grammar, by implementing the garden path technique students are expected to be more focused, calm and careful in learning grammar. Because that, this is technique can enable students to independently practice grammar, realized their mistakes, and get feedback from the teacher.

2) For English Teacher

Hopefully, this research can contribute as an alternative technique to improve students' grammar skills. This is because the implementation of this technique can make is easier for teacher to provide feedback to students in the learning process. In addition, teachers can more easily help students to focus on practicing grammar and their mistake and correct them.

3) For the Researcher

This research is expected to be a reference for other researcher who researches the same topic, namely improving grammar through the garden path technique. Through this research they can find out only the theory of grammar teaching but also the level of practice so they can find out how to implement the garden path technique in teaching grammar in the classroom. Therefore,

this research is expected to be one of the guidelines for the others researcher.

F. Prior Research

This research was conducted by considering several previous studies. The first prior research was conducted by Akbary who conducted the research at on 2015.² The topic of research was garden path in teaching grammar on learning superlative and comparative adjective. The research method was quantitative. The research result was that apparently, the park path group file outperformed the control group in producing the true comparative and superlative forms of adjective.

This research is different from previous research, which is located on the topic of research, research method, and research objectives. That is because the topic of this research is garden path in teaching grammar on simple present tense, while the previous research was garden path in teaching grammar on learning superlative and comparative adjective. This research method is Classroom Action Research (CAR), while the previous research method was quantitative. The aim of this study was to improve grammar mastery while the previous research was to show whether garden path technique could contribute to the formation of comparative and adjectives.

² OmidAllaf-Akbary, "The Effect of Garden Path Technique of Grammar Instruction on Learning Superlative and Comparative Adjectives" *International Journal of Language and Linguistics* no.4 (2015):217-221.

The second prior research was conducted by Haojie Li and Xiangkun Sheng who conducted a research at on 2017.³ The topic of research was garden path from a grammar perspective. The research method was quantitative. The result of the research investigated that only the limited amount of structural information can be accommodated in the active memory and phased spelling can reduce the memory load.

This research is different from previous research, which is located on the topic of research, research methods, and research objectives. That is because the topic of this research is garden path in teaching grammar on simple present tense, while the previous research was garden path in grammar mastery, while the previous research mainly focused on the garden path phenomenon from the perspective of cognitive linguistics and psycholinguistics.

The third prior research was conducted by Zohreh G. Shooshtaria and Somaiyeh Shahrib who conducted a study at on 2014.⁴ The topic of research was that garden path can improve students' ability to create error-free target language structures. The research method was quantitative. The results of the previous research are those who received garden path techniques and error correction outperformed the third group who received explicit teaching but no error correction.

³ HaojieLi, "A Study on the Garden Path Phenomenon from the Perspective of Generative Grammar" *Journal of Language Teaching and Research* no.6 (2017):1190-1194.

⁴ Zohreh G. Shooshtaria, SomaiyehShahrib, "Down the Garden Path: an Effective Kind of EFL Grammar Instruction," *Procedia Social And Behavioral Sciences*, no.98 (2014): 1777 – 1784.

This research is different from previous research, which is located on the topic of research, research method, and research objectives. That is because the topic of this research is garden path in teaching grammar on simple present tense, while the previous research was that garden path can improve students' ability to create error-free target language structures. This research method is Classroom Action Research (CAR), while the previous research method was quantitative. The purpose of this to improve the mastery of grammar, while the previous research was that this study compares the effects of two types of instructions directed at problematic constructions, namely garden path techniques and error correction.

CHAPTER II

LITERATUR REVIEW

A. The Concept of Grammar Mastery

1. The Definition of Grammar Mastery

Grammar is the study of what forms (or structure) are possible in a language. Traditionally, grammar has been concerned almost exclusively with analysis at the level of the sentence. Thus grammar is a description of rules that go how a language's sentences are formed.⁵ Grammar is a rule that explains how words are combined, arranged or changed to show several types of meaning.

Furthermore grammar is a term used to mean many different things. When teachers and administrator grow frustrated over errors student writing, they often call for a return to "the basic", which they define as grammar.⁶ Therefore grammar is important to learn so there are no errors in writing.

Grammar is analysis of language elements that convey meaning including of sounds (phonetics and phonology), individual words (the lexicon), the constituent meaningful elements of words (morphology), the arrangement of words into phrases, clauses, and sentences (syntax), accent and stress (prosody), and the appropriate overall application of all these

⁵ Scott Thornbury, *How to Teach Grammar* (Malaysia:Bluestone Press,2002),1

⁶ JamesD.williams, *The Teacher's GrammarBook* (Lonndon:Lawrence Erlbaum associates,2005),1.

things in a given situation (pragmatics).⁷ Therefore, if the grammar is correct, the sentence is perfect.

In addition, Peter Herring states that grammar refers to the way words are used, classified, and structured together to form coherent written or spoken communication.⁸

2. The Purpose of Grammar Instructions

Teaching grammar has three important things, as follows:⁹

- a. Grammar instructions completes the need of the ability to communicate comfortably and effectively in both spoken and written standard English, with awareness of when use of the appropriate standard English.
- b. Grammar instructions strengthens the ability to analyze the grammatical structure of sentence within English texts, using grammatical terminology correctly and demonstrating knowledge of how sentence-level grammatical structure contributes to the coherence of paragraphs and texts.
- c. Grammar instructions influence the students' understanding of the natural variation that occurs in language across time, social situation, and social group. While recognizing the need for mastering Standard English, students also demonstrate an understanding of the equality in

⁷ Richard V. Teschner and Eston E. Evans, *Analyzing the Grammar of English* (Washington:Georgetown University Press,2007),xii.

⁸Peter Herring, *Complete English Grammar Rules* (Vancouver:Farlex International,2016),11.

⁹ Brock Haussamen et al., *Grammar Alive! A guide for Teachers* (United States of America:NCTE,2003),4.

the expressive capacity and linguistic structure among a range of language varieties both vernacular and standard, as well as an understanding of language-based prejudice.

3. The Important of Grammar Instruction

The importance of grammar instruction includes of the following:¹⁰

- a. Grammar instruction leads to correct speaking. The most common approach to teaching grammar is drill and exercise. Student drill on grammar terminology- noun, verb, preposition, and so on – and then complete exercises in which they are required to identify the various parts of individual sentences.
- b. Grammar instruction develops logical thinking. A similar situation exists with regard to the second assumption. Some people believe that certain logical mental operations are innate.
- c. A grammar instruction improves writing and reduces or even eliminates errors. Any principled discussion of grammar and writing necessarily must consider a number of factors associated with writing instruction, a topic that could easily fill an entire book. What follows cannot possibly be comprehensive but covers some of the central issues.

B. The Concept of Simple Present Tense

1. The Concept of Tenses

Tenses are typically deictic categories, in that they relate time points to the moment of speech.¹¹ Tenses are used to form a sentence in

¹⁰James D. Williams, *The Teacher's Grammar Book* (London: Lawrence Erlbaum Associates, 2005), 20-22.

English based on the time of the event or event that took place. Tenses have a very close relationship with the time of an event, the past, the present and the future.

2. The kind of Tense

There are some kinds of tenses, as follow:¹²

a. Present Tense

Present tense is a kind of tense that tells what is going on right now. As mentioned in the previous section, this simple tense has two forms — one is called *present*, and the other is *progressive*.

b. Present Progressive

The present progressive form is similar with the present tenses, but it often implies a process. (The difference between the two is subtle. I go into more details about using these forms below).

c. Present Perfect

The present perfect forms show actions or states of being that began in the past but are still going on in the present. These forms are used whenever any action or state of being spans two time zones — past and present.

d. Present Perfect Progressive

The present perfect progressive forms show actions or states of being that began in the past but are still going on in the present.

¹¹ Osten Dahl, *Tense and Aspect Systems*(New York: Basil Blackwell,1995),25.

¹² Garaldine Woods, *English Grammar for Dummies*(Canada: Wiley,2010),30-36.

e. Past Tense

Past tense tells us what happened before the present time. This simple tense also has two forms — plain and chocolate-sprinkled. Sorry, I mean plain, which is called *past*, and *past progressive*.

f. Past Progressive tense

The difference between the plain past tense and the past progressive tense is pretty much the same as in the present tense. The single-word form often shows what happened in the past more generally. The progressive form may pinpoint action or a state of being at a specific time or occurring in the past on a regular basis.

g. Past Perfect

Briefly, each of these forms places an action in the past in relation to another action in the past. In other words, a timeline is set. The timeline begins some time ago and ends at some point before now. At least two events are on the timeline.

h. Future Tense

Future tense talks about what has not happened yet. This simple tense is the only one that always needs helping verbs to express meaning, even for the plain, no-frills version.

i. Future Perfect

Future perfect forms talk about events or states of being that have not happened yet in relation to another event even further in the

future. In other words, these forms create another timeline, with at least two events or states of being on it.

3. The Definition of Simple Present

Simple present tense is a kind of tenses that is primarily used for situations that include the time of speaking or writing to show the fact, the general truth, and habitual action.¹³ It matters means the simple present tense is very important to use in conveying the conditions or activities that occur and expressing existing habits and truths.

Simple present tense is a type of tenses that uses the present verb. He **goes** there often; I **know**; I **like** chocolate.¹⁴ In the other words, in using the simple present tense, it is forbidden to use other types of verbs other than the present verb to show that the event or condition occurs in the present time.

4. The Function of Simple Present

The function of simple present includes as follow:

- a. Simple present tells the people what is going on right now.
- b. Simple present form shows action or a state of being that is occurring now.
- c. Simple present tells the general truth or that is always happening.¹⁵

Simple present is very important to be mastered because simple present are used to express the activities often happens, habitually occurs

¹³Sidney Greenbaum, *English Grammar* (Great Britain: Oxford University Press,1996),254.

¹⁴Michael Swan, *Practical English Usage*(Hong Kong:Oxford University Press,1995),xxvii

¹⁵ Geraldine, Woods,*English grammar for Dummies* (Canada:Wiley,2010),30.

in daily life.¹⁶ Besides that the simple present says that something was true in the past, is true in the present, and will be true in the future.¹⁷

5. The Rules of Simple Present

The way to form the present simple is by constructing the subject (i.e. the subject pronoun or noun) and the main verb. The researchers usually add an –s to the third person singular in the affirmative. In the interrogative and negative forms, it is needed to use the auxiliary verb do/don't with I, you, we, they and does/doesn't with he, she and it. It is forbidden to add an –s to the main verb when it appears with does/doesn't.¹⁸

Affirmative	Interrogative	Negative
I/You/We/They read	Do I/You/We/They read ?	I/You/We/They do not read
He/She/It reads	Does He/She/It read ?	He/She/It does not read

In general, the simple present tense is divided into two kinds of sentence, namely verbal sentence and nonverbal sentences.¹⁹

¹⁶ SebastiaoPareira and Andreas Mosa,” A Study on the Ability to use Simple Present Tense by the First GradeStudent of EnsinoBasico Central Parde Manuel Luis Maliana in the School Year 2017,” journal of innovative Studies on Character and Education 1, no 1 (2017):120

¹⁷ Betty SchrampterAzar, English Grammar(New York:Longman,2002),13.

¹⁸Jenny Dooley dan Virginia Evans,*Grammarway 2* (Liberty House:Express Publishing,),8.

¹⁹ Various, *Philosophy of Language*(Routledge:New York,2017),209.

- a. Verbal sentences are the sentences that contains the verb indicating the activity or the action done by the subject, while the formula for the verbal sentence is as follows:

Formula	Example
(+) S + V ₁ + (s/es) + O	We speak English
(-) S + Do/Does + not + V ₁ + O	We do not speak English
(?) Do/Does + S + V ₁ + O ?	Do we speak English ?
(?S+) QW.S + V ₁ (s/es) + O ?	Who speak English ?
(?S-) QW.S + Do/Does + not + V ₁ + O ?	Who does not speak English ?

- b. Non-verbal sentence is a sentence that uses *to be* or helping verb. The formula of non-verbal sentence is as follows:

Formula	Example
(+) S + to be ₁ + C	We are happy?
(-) S + to be ₁ + C	We are not happy
(?) to be ₁ + S + C ?	Are we happy?
(?S+)QW.S + to be ₁ + not + C ?	Who is happy?
(?S-) QW.S + to be ₁ + not + C ?	Who is not happy?

C. The Concept Garden Path Technique

1. The Definition of Garden Path Technique

Garden path technique is considered a teaching technique of syntactic parsing that guide the learners to analyze the incoming sequence of words to determine what categories the words correspond to parts of speech and to build a syntactic structure for the sequence.²⁰ This means that the garden path technique is related to grammar, because this technique aims at requiring students to analyze words that refer to word classes.

Garden patch technique is a technique that guides the student to begin by building a syntactic structure as soon as the lexical processor begins to deliver information about word categories.²¹ In other words, garden path technique is not only related to mastering grammar, but also to mastering vocabulary to convey the meaning contained in information in different words.

Garden path technique is a teaching technique that is used to increase the learners' motivation and curiosity to know about the rules, and encourages the learners to make a cognitive comparison between their own faulty structures and the correct ones.²² This means that the garden path technique is a useful technique, not only supporting students

²⁰ Matthew J. Traxler, *Introduction to Psycholinguistics understanding Language Science* (India:Wiley-Blackwell,2012),147.

²¹ Matthew J. Traxler, *Introduction to Psycholinguistics understanding Language Science* (India:Wiley-Blackwell,2012),148 – 149.

²² Zohreh G. Shooshtaria, SomaiyehShahrib, "Down the Garden Path: an Effective Kind of EFL Grammar Instruction," *Procedia Social And Behavioral Sciences*, no.98 (2014): 1777.

cognitive but also students psychology which is able to increase students motivation and interest in understanding language rules by making comparisons between their mistake and the correct arrangement of structures.

Garden path technique is a technique that follows a guideline through which the typical errors were induced and immediately corrected to support learners to make a distinction between their own erroneous utterances and the correct target-language utterances.²³ That means, through the garden path technique students can think critically about their mistakes, because using the garden path technique they can detect their mistakes by comparing them to the correct target language.

The *garden path technique* is one way of providing corrective feedback to learners, attempting to maximize the utility of negative evidence by controlling the type and timing of corrective feedback.²⁴ If a sentence is garden path easy, the assumption is that people fully reanalyze the sentence.²⁵

²³ OmidAllaf-Akbary," The Effect of Garden Path Technique of Grammar Instruction on Learning Superlative and Comparative Adjectives " *International Journal Of Language And Linguistics* no.4 (2015):217 .

²⁴ Megan Smith and Shaw n Loewen," Garden Path Technique," the TESOL Encyclopedia of English Language Teaching no 1 (2018):1.

²⁵ Kiel Christianson at al,"Thematic Roles Assigned along the Garden Path Linger," *Cognitive Psychology* 42(2001),370.

2. The Benefit of Garden Path Technique

The benefits of garden path technique are as follow:

- a. Garden path technique encourages learners to carry out a cognitive comparison between their own deviant utterances and the correct target-language utterance.²⁶
- b. Garden path technique can be used in the class as a corrective feedback and it also helps the learners and teachers to learn and teach grammatical points. It is believe that since garden path technique makes an attempt to be used indirectly, it can be the learners to enjoy the learning and be away from the boring explanation of grammatical point.²⁷

3. The Steps of Teaching Grammar Using Garden Path Technique

The steps for teaching using the garden path technique are as follows:²⁸

- a. The students identify the categories of part of speech contained the sentences given by the teacher.
- b. The students interpret the meaning of the sentences given by the teacher.
- c. The students reconstruct the sentences given by the teacher by using their own sentences.

²⁶ Zohreh G. Shooshtaria, SomaiyehShahrib, "Down the Garden Path: an Effective Kind of EFL Grammar Instruction," *Procedia Social And Behavioral Sciences*, no.98 (2014): 1778.

²⁷ OmidAllaf-Akbary, "The Effect of Garden Path Technique of Grammar Instruction on Learning Superlative and Comparative Adjectives " *International Journal Of Language And Linguistics* no.4 (2015):217 .

²⁸ Matthew J. Traxler, *Introduction to Psycholinguistics understanding Language Science* (India:Wiley-Blackwell,2012),147 – 148.

- d. Students together with the teacher corrects sentences that have been made by students, by comparing the appropriate grammatical structure under the teacher's supervision, if the sentences made by students are correct, the process of writing those sentences can be continued to the next sentences.
- e. If the sentences written by the students are wrong because it contains the wrong grammatical structure, then the student must repeat it under the guidance of the teacher.

The processing of garden path sentence is compared with the processing of corresponding ungrammatical sentences which lead to the same type of local ungrammaticality sentences at the point of disambiguation.²⁹

D. Action Hypothesis

The action hypothesis of this research is formulated as follows:

The use of garden path technique can improve the students' grammar mastery and learning activity of the eleventh grade at MA Darul A'mal West Metro.

²⁹ Michael Meng and Markus Bader, "Ungrammaticality and Detection and Cognitive Processes (2010):691.

CHAPTER III

RESEARCH METHOD

A. Variable and Operational Definition of Variable

1. Independent Variable (Y)

According to Laura T. Flannelly, the independent variable is a variable that is thought to affect other variables (dependents variable). In that sense, the independent variable is a factor that is manipulated in a study. The independent variable of this study used the garden path technique. The instrument that was used is observation of learning activity. This variable is to engage students in reflective discussion about their views while thinking and actively analyzing certain texts. As for knowing student participation in this technique, there are several indicators as follows:³⁰

- a. Students are able to identify the part of speech category that is represented in the input, and the output is inserted into the syntactic parsing mechanism.
- b. Students are able to interpret standard meanings by paying attention to structured input.
- c. Students are able to construct syntactic structures for circuits this category without knowing what specific words are actually represented in the input.

³⁰ Matthew J. Traxler, *Introduction to Psycholinguistics understanding Language Science* (India:Wiley-Blackwell,2012),147 – 148.

- d. Students are able to apply a set of rules that assign roles to each element.

2. Dependent Variable (X)

The dependent variable in this study is grammar mastery that must be improved. The instrument that was used to measure students' grammar mastery is grammar test. The test consists of pretest, post-test I and post-test II. In determining the grammar test, the researcher refers to one of the basic competencies of English, namely about simple present. The grammar test include of multiple choice, the test that ask the students' to multiple choice based on the provided words consist of 10 items, the way to assess the grammar grade is by giving 1 grade for each items and calculated gotten grade with formulating total of true answers divided number of the exercise and multiplied to 100, so the lowest grade is 0 and the highest grade is 100. To know the student's mastery in grammar mastery, the researcher decides some indicators in this variable as follows:³¹

- a. The students are able to comprehend the meaning of sentences written in simple present tense.
- b. The students are able to use appropriate language features of simple present tense such as the use of present verb in its various forms.
- c. The students are able to use appropriate subject pronoun that agrees with the verb in simple present tense.

³¹ James R. Hurford Brenden Heasley dan Michael B. Smith, *Semantic A Coursebook* (Cambridge: Cambridge University Press, 2007), 47-54.

B. Research Location

The researcher conducted classroom action research (CAR) at MA Darul A'mal Metro Barat, Metro city and located on jalan pesantren 16 B Mulyojati, Metro Barat, MA Darul A'mal is one of the school in the pesantren. The eleventh class IPA consists of four classes, namely XI IPA 1 to XI IPA 4. The subject of this research is to improve the grammar of the students of class XI IPA 3 MA Darul A'mal. The researcher chose this class because the students have a lower grammar grade compared to other class XI IPA.

C. Subject and Object of Research

The subjects of this research are the students of class XI MA Darul A'mal West Metrofirst semester. The number of students is 27 people. The object of this research is the students' grammar mastery. The population of research is the students' of class XI. In determining the sample, the researcher considered the result of pre-survey informed that the students' XI IPA have low grammar skill. Therefore, the researcher chose that class as the sample.

D. Action Plan

The design of this research is classroom action research. It is called CAR because this research aims to develop certain learning teaching technique to solve problem in class.

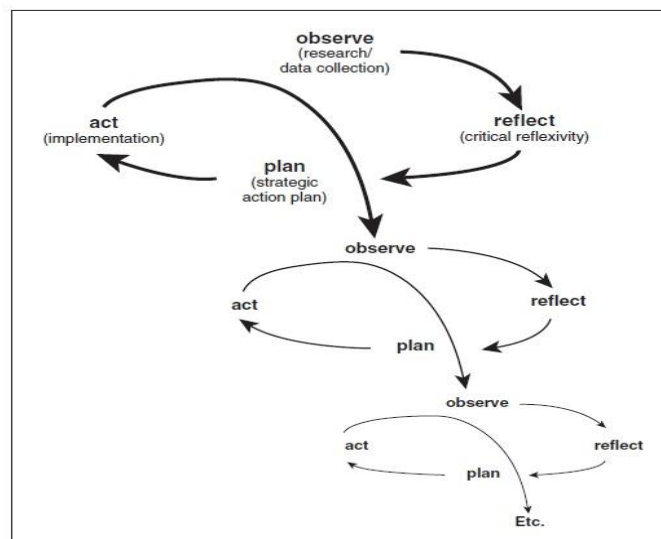
According to Zina O'Leary, action research is a research technique that teaches action and knowledge in an integrated manner through a cyclical and participatory process. In action research, processes, outcomes and applications

are closely linked.³² Moreover, Lin Norton says that action research as a broad generic term for what is actually a variety of research paradigms and processes, each with its own philosophy and rationales.³³

Furthermore, Yogesh further states that action research is one method of improving and modifying the work system of a classroom in schools.³⁴ Based on the above statement, the researcher can say that classroom action research is one of the efforts made by the teacher in order to improve the quality of learning in a learning process by using new methods, technique, or technique or combining them.

The researcher describes the cycle through the action research design scheme by Zina O’Leary as follows:

Figure 1
Zina O’leary Action research Design³⁵



³² Zina O’Leary, *The Essential Guide to Doing Research*,139.

³³ Lin Norton, *Action Research in Teaching & Learning: A Practical Guide to Conducting Pedagogical Research in Universities*, (New York: Routledge, 2009), 51.

³⁴ Yogesh Kumar Singh, *Fundamental of Research Methodology and Statistics*, (New Delhi: New Age International, 2006), 261.

³⁵ Zina O’Leary, *The Essential Guide to Doing Research*, 141.

CAR was applied in this research because it is considered important to improve the grammar skills of MA Darul A'mal West Metro student. Through the application of garden path technique is expected to solve students' problems in the learning process of grammar skills.

In accordance with Zina O'leary classroom action research design, the researcher wants to describe the Classroom Action Research (CAR) plan as follows:

1. Cycle 1

a. Planning

After the interview, observation and test before the CAR.

Teachers and the researcher make the following instrument:

- 1) The researcher prepares a lesson plan based on the 2013 curriculum and syllabus in English.
- 2) The researcher prepares observation notes and guidelines.
- 3) The researcher prepares the pretest and posttest instrument.

b. Acting

At this stage the researcher acts as a teacher and a teacher who is actually an observer. The researcher carries out several activities in the class as follows:

1) Pre-teaching

- a) The researcher greets students and checks the attendance list.
- b) The researcher explains an overview related to the topic of text.

2) While teaching

- a) The researcher applies the garden path technique.
- b) The researcher gives sentences to students.
- c) The researcher asks students to identify the categories of part of speech contained the sentences.
- d) The researcher asks students to interpret the meaning of the sentences given.
- e) The researcher asks students to reconstruct the sentences given by the researcher by using their own sentences.
- f) The researcher together with the students corrects sentences that have been made by students, by comparing the appropriate grammatical structure under the researcher supervision, if the sentences made by students are correct, the process of writing those sentences can be continued to the next sentences.
- g) If the sentences written by the students are wrong because it contains the wrong grammatical structure, then the then the students must repeat it under the guidance of the researcher.

3) Post-teaching

- a) The researcher provides conclusions about the learning.
- b) The researcher closes the class.

c. Observing

At this stage, observation was done by the English teacher by observing the actual teaching and learning activities in the classroom,

such as classroom situation, teacher performance, and student responses. Furthermore, calculates the student's increase in value from the test before the CAR to the test after the CAR in cycle 1 whether it increases or not. The researcher and the English teacher discuss not only the result of implementing CAR, but also student achievement. The researcher and English teacher prepare the lesson plan for the next cycle and test after the second cycle CAR to determine the increase in student graders and to solve unfinished questions.

d. Reflecting

This was the last phase for the researcher and the teacher. After finish the three steps of classroom action research before, finally the collaborator and the researcher discussed and analyzed together the data as the result. After that, the conclusion of this phase can answer whether the garden path technique can improve students' grammar mastery or not.

2. Cycle 2

a. Planning

After the interview, observation and test before the CAR.

Teachers and researcher make the following instruments:

- 1) The researcher prepares a lesson plan based on the 2013 English curriculum and syllabus.
- 2) The researcher prepares observation notes and guidelines.
- 3) The researcher prepares the pretest and post test instruments.

b. Acting

At this stage the researcher acts as a teacher and a teacher who is actually and observer. The researcher carries out several activities in the class as follows:

1) Pre-teaching

- a) The researcher greets students and checks the attendance list.
- b) The researcher explains an overview related to the topic of the text.

2) While teaching

- a) The researcher applies the garden path technique.
- b) The researcher gives sentences to students.
- c) The researcher asks students to identify the categories of part of speech contained the sentences.
- d) The researcher asks students to interpret the meaning of the sentences given.
- e) The researcher asks students to reconstruct the sentences given by the researcher by using their own sentences.
- f) The researcher together with the students corrects sentences that have been made by students, by comparing the appropriate grammatical structure under the researcher supervision, if the sentences made by students are correct, the process of writing those sentences can be continued to the next sentences.

- g) If the sentences written by the students are wrong because it contains the wrong grammatical structure, then the then the students must repeat it under the guidance of the researcher.

3) Post-teaching

- a) The researcher provides conclusions about the learning.
- b) The researcher closes the class.

c. Observing

At this stage, observation was done by the English teacher by observing the actual teaching and learning activities in the classroom, such as classroom situation, teacher performance, and student responses. Furthermore, calculates the student's increase in value from the test before the CAR to the test after the CAR in cycle 2 whether it increases or not. The researcher and the English teacher discuss not only the result of implementing CAR, but also student achievement. The researcher and English teacher prepare the lesson plan for the next cycle and test after the third cycle CAR to determine the increase in student grades and to solve unfinished questions.

d. Reflecting

This was the last phase for the researcher and the teacher. After finish the three steps of classroom action research before, finally the collaborator and the researcher discussed and analyzed together the data as the result. After that, the conclusion of this phase can answer

whether the Garden Path technique can improve students' grammar mastery or not.

E. Data Collection Technique

In this study, researcher chooses Classroom Action Research (CAR) as their researcher. For further explanation, there are the following data:

1. Test

The researcher uses the test to obtain data on the result of students' grammar abilities based on the applied technic. In this study, the test used by researcher is a written test. The test consists of two types, as follows:

a. Pre-test

The researcher gave a pre-test which is carried out before implementing the garden path technique in the preparatory study. The pre-test of this study is to determine the ability of students before conducting action research by giving grammar test question in the form of a test multiple choice.

b. Post-test

The post-test was implemented after using the garden path technique to find out whether the treatment contributed to student learning achievement in class or not. This improvement can be seen if the pre-test average grade is higher than the post-test.

2. Observation

Observation is an act or process of observing something or someone carefully to obtain information or prove the truth of a study. In

the observation process, the English teacher observed the learning process of the students who are taught using garden path technique. The teaching process was carried out online or offline dependent on the end of the pandemic period.

Retrieval of data based on students during teaching and learning activities. The information obtained from these observations is used as a basis for determining the planning of the next cycle.

3. Documentation

Documentation is a collection of various documents relevant to research. These documents can be in the form of student question and answer worksheets, student notes and school profiles, class materials, lesson plans, and so on. In this study, researcher used documentation with the aim of collecting data related to improving grammar mastery by using the eleventh grade garden path technique MA Darul A'mal West Metro.

4. Field Note

In this research, the researcher used field notes to focus on a particular issue or teaching behavior over a period of time. Moreover, the researcher taken field note related to the classroom situation, classroom management, classroom interaction between teacher and students or students with students and etc.

F. Data Collection Instruments

The instrument is a measurement mechanism used to collect and record information about assessments, decision making, and understanding.

Three are of instruments, namely observation, tests, and documentation.

Furthermore, the three types of instruments can be explained as follows:

1. Test

The test was done as an instrument to measure the students' grammar mastery ability. The test was administrated in the form of a pretest and post-test.

2. Observations

In the observation phase, the researcher can document the interaction in the classroom as follows:

- a. Observation of student learning activities.
- b. Observation of student participation in the learning process.
- c. Observation researcher performance in the teaching process.

3. Documentation

Documentation is an instrument that is done to collect the following data:

- a. Documentation about MA Darul A'mal West Metro students.
- b. Documentation about teachers and staff at MA Darul A'mal West Metro.
- c. Documentation about the organization structure of the MA Darul A'mal West Metro.
- d. Documentation about location sketches at MA Darul A'mal West Metro.

4. Field Note

In this research, the researcher used field notes to focus on a particular issue or teacher behavior over a period of time. Moreover, the researcher taken field note related to the classroom situation, classroom management, classroom interaction between teacher and students' with students. Field note is also used to point out the process of pre-test and post-test.

G. Data Analysis Technique

Researcher analyzed data using statistical techniques in the pre-test and post-test assessments. Here's the formula.³⁶

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

Notes:

\bar{X} = The sample mean

$\sum X$ = The sum of individual grade

N = The number of grade in the sample

The formula for knowing the percentage of completeness of students who pass the Minimum Mastery Criteria (passing grade) in each cycle is as follows:³⁷

$$P = \frac{F}{N} \times 100\%$$

³⁶ Timothy C. Urdan, *Statistics in Plain English, Third Edition* (Hoboken:Taylor& Francis,2010),14.

³⁷ Neil A Weiss, *Introductory Statistics* (Bostom, MA:Addison – Wesley,2012),41.

Notes:

P = Percentage

F = Frequency

N = Number of observation

Moreover, to know the result the researcher compared between pre-test and post-test. The result was matched by the passing grade in this school at least is 77.

H. Indicator of Success

Indicator of success is drawn from the process and results of action research. This research is said to be successful if 75% of students achieved the passing grade that is 77 in their grammar mastery; in addition, 75 % of the students are active in learning activities.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

A. Research Result

1. Description of Research Setting

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

a. Brief History About The Establishment of MA Darul A'mal West Metro

Madrasah Aliyah Darul A'mal is located in Mulyojati Village, Metro City Metro District, established in 1990, founded by KH. Khusnan Mustofa Ghufroon and gained support from the surrounding community.

Madrasah Aliyah Darul A'mal Mulyojati is included in the Mulyojati district, Central Lampung in blooming into three district/cities of East Lampung. City Administration Metro and Central Lampung it self. This happened in 1999, then in 2000 district/municipal administrasion Metro in substitute to Metro City and from then on the location of Madrasah Aliyah is set at Pesantren Mulyojati 16 B West Metro, Metro city.

At the beginning, Madrasah Aliyah Darul A'mal was headed by Dra. Susiyati until 2001. Furthermore, in the following year the headmaster is Mr.Drs. Hi. Sutrisno until now.

At this time Madrasah Aliyah Darul A'mal is accredited with a Decree (SK) from Ministry of Religious Affair of Lampung Province Number: D/KW/MA/MT/235/2021, and rank "A" with Madrasah Statistic Number .131218720003.

b. Geographical Location

MA Darul A'mal West Metro is located in geographic area with Lowland category. MA Darul A'mal West Metro is in stranded position because of the location of the school located in an area easily accessible and found, as it is close to the highway. In addition, its location is surrounded by a supportive community making MA Darul A'mal become a conducive place for teaching and learning activities.

Located on Jln. Pesantren. Mulyojati Village, Metro District of Lampung Province, with the following restrictions:

- 1) The west side is bordered by highway and residential area.
- 2) East border with river and paddy fields.
- 3) South side adjacent to residential area.
- 4) North side is adjacent to residential area.

c. Facilities and Infrastructure of MA Darul A'mal West Metro

The facilities and infrastructure of MA Darul a'mal West Metro in academic year of 2020/2021 can be identified as follows:

Table 3**The Facilities and Infrastructure in MA Darul A'mal West Metro**

No	Facilities	Conditions			Total
		Good	Slightly damaged	Seriously damaged	
1	Principal room	1			1
2	Vice Principal room	1			1
3	Teacher room	2			2
4	OSIS room	1			1
5	BP room	1			1
6	Administration staff room	1			1
7	Skills room	1			1
8	Library	1			1
9	Computar lab	1			1
10	Science lab	1			1
11	Language lab	1			1
12	Classroom	10	4		14
13	Principal bathroom	1			1
14	Teacher bathroom	1			1
15	Student bathroom	6			6
16	UKS	1			1
17	Hall	1			1
18	Mosque	1			1
19	Canteen	1			1
20	Warehouse	1			1
21	Students' dorm	14			14
22	School keeper house	1			1
Total		50	4		54

*Source: The documentation result of facilities and infrastructure in academic year of 2021
MA Darul a'mal West Metro*

d. Teacher and Staff Names in MA Darul A'mal West Metro

The teacher and staff names of MA Darul a'mal West Metro in academic year of 2020/2021 can be identified as follows:

Table 4
The Teacher and Staff Names in MA Darul A'mal Metro

No	Name	Sex	Position
1	Drs. H. Sutrisno, M.Pd.I	Male	Headmaster
2	Husnul khotimah	Female	Fiqih teacher
3	Drs. Warsikan	Male	Aqidah ahklak teacher
4	Wahid Asngari, M.Pd.I	Male	Arabic teacher
5	Mugorobin, M.Pd.I	Male	Qur'an hadist teacher
6	Muhammad Anshori, SHI	Male	Islamic teacher
7	H. Mustofa, S.Pd. I	Male	Islamic teacher
8	Zainal Mahmudi, S.Pd.I	Male	Islamic teacher
9	Lukman Hakim, S.Pd.I	Male	Islamic teacher
10	Dra. Siti Subha	Female	Treasurer
11	Zamroni Aly, S.Pd.I	Male	Aswaja teacher
12	Binti Ngasarotun, M.Pd.I	Female	Economic teacher
13	Supriyati, S.Pd	Female	Science teacher
14	Ngatiman, S.Pd.I	Male	Matematics teacher
15	Suwarni, S.Pd	Female	Matematics teacher
16	Yos Eka Virman, S.Pd	Male	Indonesian teacher
17	Husnil Fajariah, S.Pd	Female	English teacher
18	Samini, S.Pd	Female	Indonesian teacher
19	Dra. Ambar Yogianti	Female	Counselor
20	Siti Zubaidah, S.Pd	Female	Indonesian teacher
21	Dwi Pertiwi, S.Pd	Female	Indonesian teacher
22	Wahadi Ghuna, SHI	Male	Social teacher
23	Siti Mudawamah, SHI	Female	Counselor
24	Elly Prasetyo, S.Pd	Male	Science teacher
25	Wahyu Titi Pratitis, S.Pd	Female	Science teacher
26	Meilana Vika Hermanita, S.Kom	Female	Computer laboran
27	Agus Angga Prabowo, S.Pd	Male	Social teacher
28	Novika Saputri, S.Pd	Female	Science teacher
29	Johan Iswahyudi, S.Pd	Male	Sport teacher
30	Mufid Arsyad, M.Pd.I	Male	Science teacher
31	Tony Wijaya	Male	Social teacher
32	Dewi Parwanti, S.Pd	Male	English teacher
33	Muhammad Taufiq	Male	Computer laboran
34	M Zakaria Mahmudi	Male	Administration staff
35	Abdul Aziz	Male	Counselor
36	Mu'arifatul Latifah	Female	Administration staff
37	Ridlo Alfansuri, S.Pd	Male	Matematic teacher
38	Eko Puji Astuti, S.Pd	Female	Matematic teacher
39	Rendi Sonia Terwendi	Male	Security

e. Quantity of The Students of MA Darul A'mal

Quantity of the students at MA Darul A'mal West Metro in academic year 2020/2021 can be identified as follows:

Table 5
The Students Quantity at MA Darul A'mal West Metro

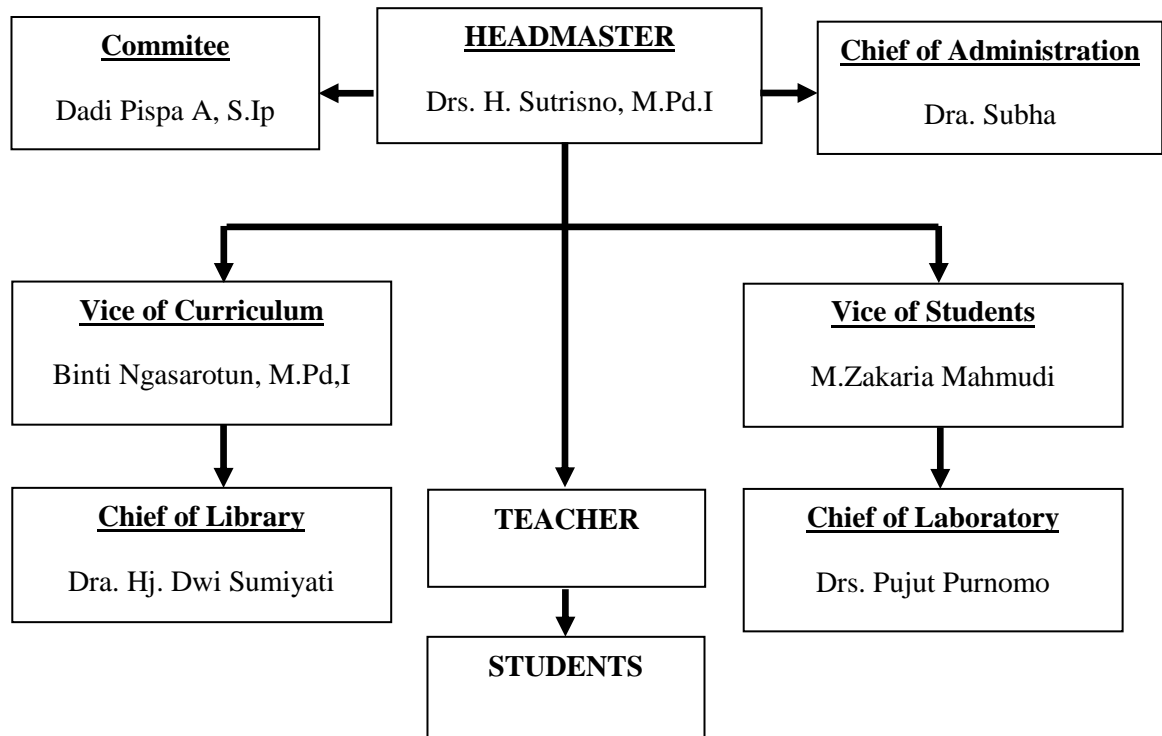
No	Class	Sex	
		Male	Female
1	X IPA 1	-	25
2	X IPA 2	-	32
3	X IPA 3	32	-
4	X IPS 1	32	-
5	X IPS 2	-	30
6	X IPS 3	-	30
7	XI IPA 1	34	-
8	XI IPA 2	-	35
9	XI IPA 3	-	27
10	XI IPS 1	36	-
11	XI IPS 2	-	34
12	XI IPS 3	-	28
13	XII IPA 1	-	30
14	XII IPA 2	-	36
15	XII IPA 3	35	-
16	XII IPS 1	24	-
17	XII IPS 2	28	-
18	XII IPS 3	-	30
		221	349
TOTAL		570	

Source: The documentation of MA Darul A'mal West Metro in academic year 2021

f. Organization Structure of MA Darul A'mal West Metro

The organization structure of MA Darul A'mal West Metro in the academic year 2020/2021 can be identified as follows:

Figure 2
Organization Structure of MA Darul A'mal Metro
In The Academic Year 2020/2021



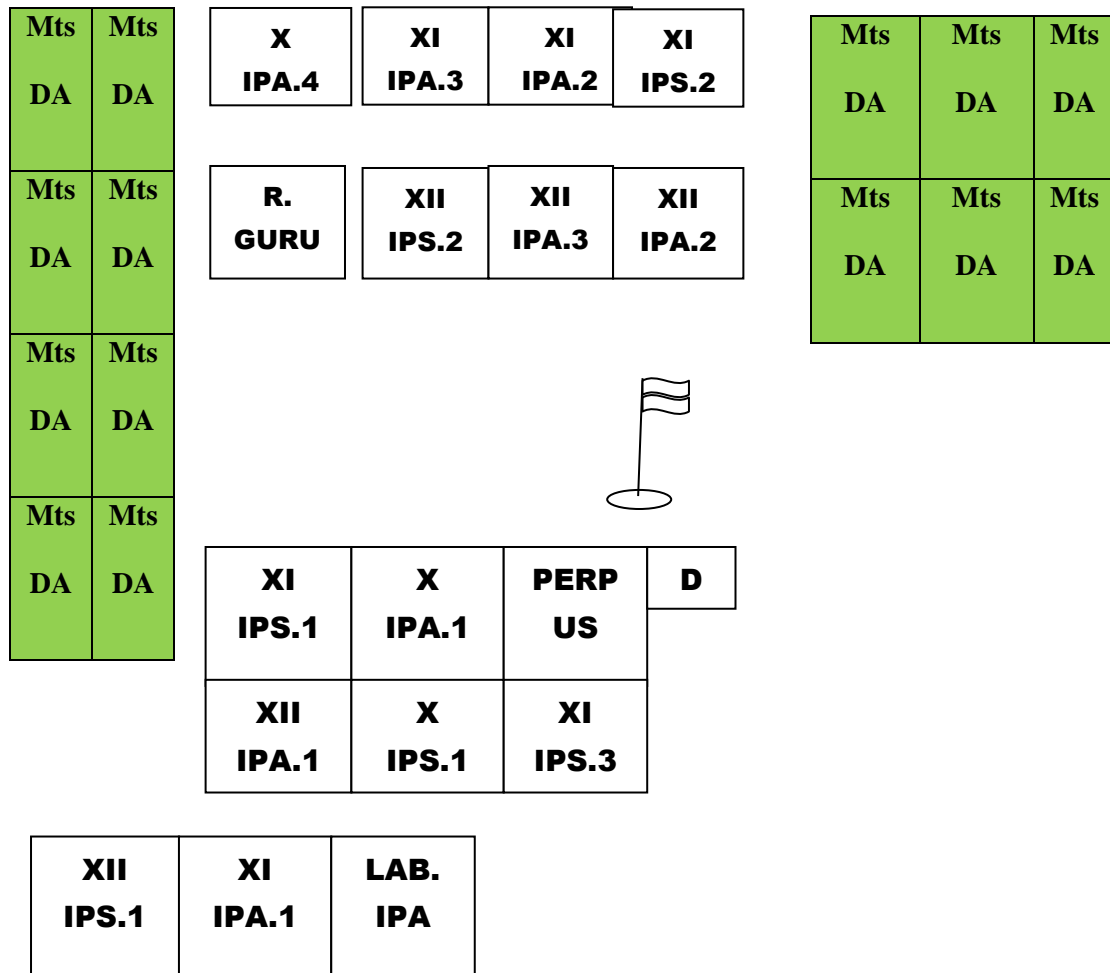
Source: Documentation of Organization Structure of MA Darul A'mal Metro in the academic year 2021

g. Location Sketch of MA Darul A'mal West Metro

The location sketch of MA Darul A'mal West Metro in academic year of 2020/2021 can be identified as follows:

Figure 3

The Location Sketch of MA Darul A'mal West Metro



Source: The location sketch of MA Darul A'mal West Metro in academic year of 2021

2. The Description of Research Data

a. First Condition

In this research, the researcher was as an English teacher and Mrs. Dewi Parwanti, S.Pd was as the collaborator managed the researcher in two cycles. Each cycle consists of planning, acting, observing and reflecting.

b. Action and Learning Process

In this research, the researcher administrated the pre-test on Tuesday, October 12th, 2021. The researcher told the students that the researcher would conduct the research in their class in order to know their grammar mastery before doing the action of the classroom action research. The pre-test was administrated to the students to be finished individually. The kind of the test was written test. The result of the students' as follow:

Table 6
The Result of Pre-Test
Grammar Mastery of the Eleventh Graders MA Darul A'mal

No	Name	Grade	Note
1	AY	50	Incomplete
2	AWS	60	Incomplete
3	AC	30	Incomplete
4	DPE	80	Complete
5	EM	90	Complete
6	FDE	60	Incomplete
7	FN	80	Complete
8	FRH	70	Incomplete
9	HS	60	Incomplete
10	HKN	80	Complete
11	IFR	30	Incomplete
12	INF	70	Incomplete
13	IRJ	50	Incomplete
14	IK	60	Incomplete
15	KS	60	Incomplete
16	LA	80	Complete
17	LN	40	Incomplete
18	ML	30	Incomplete
19	NR	80	Complete
20	NHS	50	Incomplete
21	NQS	90	Complete
22	RFM	70	Incomplete
23	RJ	40	Incomplete

24	SWH	70	Incomplete
25	SBA	30	Incomplete
26	TDR	80	Complete
27	TMS	40	Incomplete
Total		1630	
Average		60,4	
Highest Grade		90	
Lowest Grade		30	

Source: the result of Pre-test on October 12th 2021

Based on the table above, it is investigated that 8 from 27 students were complete, besides 19 students were incomplete. The average from the data was 60,4. The percentages of the grade of pre-test can be seen on the table as follows:

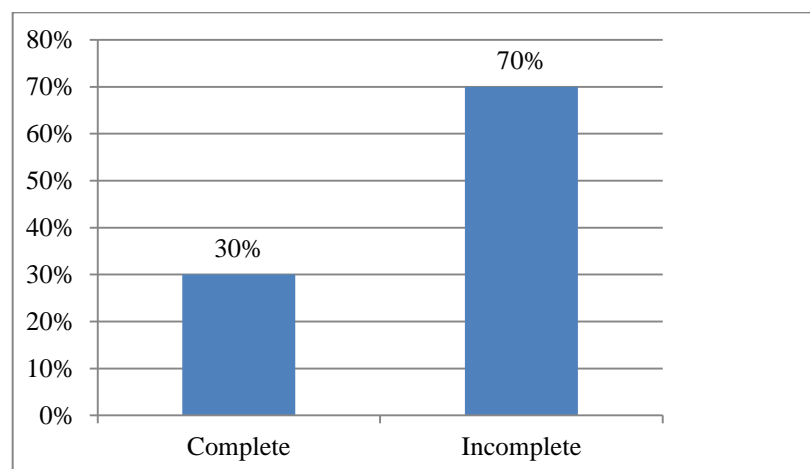
Table 7

Percentage of Students' Grade in Pre-test

No	Interval	Frequency	Percentage	Category
1	< 77	19	70 %	Incomplete
2	≥ 77	8	30 %	Complete
Total		27	100 %	

Source: the result of Pre-test on October 12th 2021

Figure 4
The Frequency of Students' Complete at Pre-test



Referring the data above, the Minimum Mastery Criteria (passing grade) for English lesson at MA Darul A'mal Metro West was 77. It can be seen that only 8 students (30%) got grade up to the standard, then 19 students (70%) got grade less than the standard. That is the reason, the researcher used Garden path technique to improve the students' grammar mastery.

1 Cycle I

a. Planning

In this teacher, the teacher is as an English teacher with Mrs. Dewi Parwanti S.Pd as collaborator. Before the learning process began the researcher and the collaborator would like to discuss about, as follow:

- 1) Preparing the material simple present.
- 2) Preparing the lesson plan.
- 3) Making the items to be examined as the pre-test and the post-test I in the cycle I.
- 4) Preparing *Garden Path* as a technique that used in the action learning.
- 5) Making the observation sheet of the students' activity I.

The minimum mastery criteria (passing grade) at MA Darul A'mal West Metro for English were 77. This research was conducted in two cycles. The action in cycle I and cycle II were conducted about two meetings in each cycle and each meeting in

these cycles took 2x45 minutes. The material of classroom action research was *Garden Path* technique to improve the students' grammar mastery.

b. Acting

1) The First Meeting

The action in cycle I consisted of 2 meetings. The first meeting was done on Wednesday, October 13th, 2021. The researcher opened the lesson by greeting, checking the attendance list and motivating students. After that, the researcher explained what they would learn and what they wanted to achieve. The researcher gave simple present tense material to the students. After that, the researcher gave an example of the simple present tense in expressing opinions. In implementing the garden path the technique, the students identified the categories of part of speech contained the sentences given by the teacher. After that, the students interpreted the meaning of the sentences given by the teacher. The students reconstructed the sentences given by the teacher by using their own sentences.

In addition, the Students together with the teacher corrected sentences that have been made by students, by comparing the appropriate grammatical structure under the teacher's supervision, if the sentences made by students are

correct, the process of writing those sentences can be continued to the next sentences. If the sentences written by the students were wrong because it contains the wrong grammatical structure, then the student must repeat it under the guidance of the teacher.

2) The Second Meeting

The second meeting of cycle I was conducted on Tuesday, October, 19th 2021. In this meeting, the researcher was being the teacher and the collaborator was being the observer. The meeting was started by praying and greeting, checking the attendance list, and asking the students' condition. At this meeting to measure the students' grammar mastery after using *Garden Path* technique, the researcher tested the students by written test. The students work on multiple choice questions, by choosing the most correct answer in expressing their opinion.

In this stage, the condition of the class was not effective because still there many students were confused students were less active in teaching and learning process. In this session, the researcher got the result of the students' post-test I in cycle I. The result can be seen as follows:

Table 8
The Students' Post-Test I Result In Cycle I

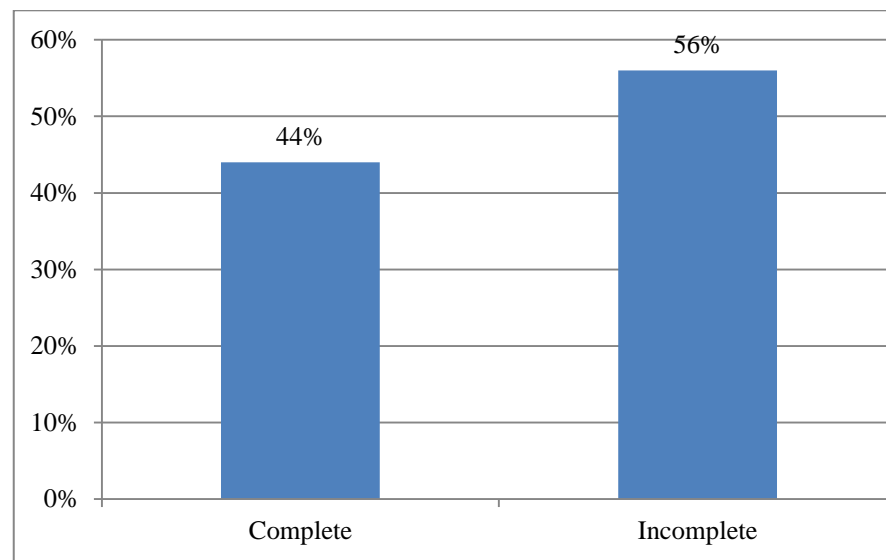
No	Name	Grade	Note
1	AY	60	Incomplete
2	AWS	80	Complete
3	AC	60	Incomplete
4	DPE	80	Complete
5	EM	90	Complete
6	FDE	60	Incomplete
7	FN	80	Complete
8	FRH	80	Complete
9	HS	80	Complete
10	HKN	80	Complete
11	IFR	70	Incomplete
12	INF	80	Complete
13	IRJ	70	Incomplete
14	IK	80	Complete
15	KS	60	Incomplete
16	LA	80	Complete
17	LN	40	Incomplete
18	ML	50	Incomplete
19	NR	80	Complete
20	NHS	50	Incomplete
21	NQS	90	Complete
22	RFM	90	Complete
23	RJ	40	Incomplete
24	SWH	80	Complete
25	SBA	30	Incomplete
26	TDR	80	Complete
27	TMS	60	Incomplete
Total		1920	
Average		71,1	
Highest Grade		90	
Lowest Grade		30	

Source: the result of post-test I on October 19th 2021

Table 9**Percentage of Students' Grade in Post-Test I of Cycle I**

No	Interval	Frequency	Percentage	Category
1	< 77	15	56 %	Incomplete
2	≥ 77	12	44 %	Complete
Total		27	100 %	

source: the result of Post-test I on October 19th 2021

Figure 5**The Frequency of Students' Complete at Post-test 1**

Based on the data above, it can be seen that 12 (44%) got grade less than standard and 15 (56%) got grade up to the standard. It was higher than the result of pre-test. The criterion of students who got passing grade 77. Learning process is said success, when 77% students got grade above 77. The fact showed that the result was unsatisfying.

c. Observing

In observing of the researcher action, the collabulator observed the students' activities. The researcher as a teacher gave material about simple present.

While the treatment was being executed, the student exercise were additionally being seen by the observe. The students who were active in the class would get the point by ticking it on the observation sheet for meeting 1 and meeting 2. The consequence of the students' learning exercises could be seen as follow:

Table 10
The Result of Students' Activities in Cycle I

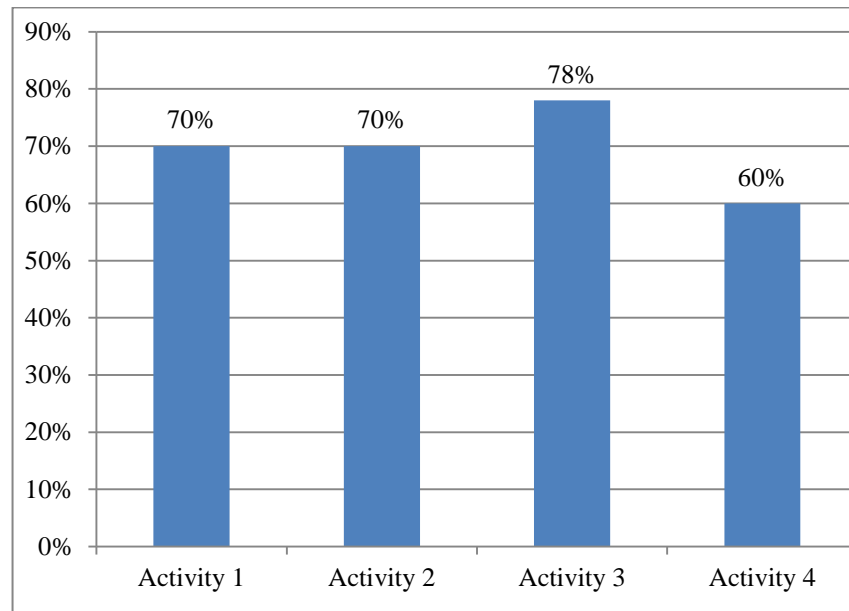
No	Name	Criteria			
		1	2	3	4
1	AY	✓	✓	✓	✓
2	AWS	-	-	✓	-
3	AC	✓	✓	✓	-
4	DPE	✓	✓	-	✓
5	EM	-	✓	✓	✓
6	FDE	✓	-	✓	-
7	FN	-	✓	✓	-
8	FRH	-	✓	✓	✓
9	HS	✓	✓	✓	-
10	HKN	✓	-	✓	✓
11	IFR	-	-	✓	✓
12	INF	✓	✓	✓	-
13	IRJ	✓	-	✓	✓
14	IK	✓	✓	✓	-
15	KS	-	✓	-	✓
16	LA	✓	✓	✓	✓
17	LN	-	✓	-	✓
18	ML	✓	-		✓
19	NR	✓	✓	✓	-

20	NHS	-	✓	-	✓
21	NQS	✓	-	✓	✓
22	RFM	✓	✓	✓	-
23	RJ	✓	✓	✓	-
24	SWH	✓	✓	-	✓
25	SBA	✓	-	✓	✓
26	TDR	✓	✓	✓	✓
27	TMS	✓	✓	✓	-
Total		19	19	21	16

Source: the result of students activities cycle I Post-test I on October 19th 2021

Note:

1. Students identify the part of speech category that is represented in the input, and the output is inserted into the syntactic parsing mechanism = 70%
2. Students interpret standard meanings by paying attention to structured input = 70%
3. Students construct syntactic structures for circuits this category without knowing what specific words are actually represented in the input = 78%
4. Students apply a set of rules that assign roles to each element = 60%

Figure 6**Frequency of Students' Activities at Post-test I****Table 11****The Percentage of Learning Activity in Cycle I**

No	The lernaning activity	The percentage
1	Identifying the part of speech category	70%
2	Interpreting the standard meaning	70%
3	Constructing syntactic structure	78%
4	Applying a set of grammar rules in sentence writing	60%
The average percentage		70%

The data showed that not all the students were active in learning process. There were 19 students (70%) students identify the part of speech category that is represented in the input, and the output is inserted into the syntactic parsing mechanism, 18 students (70%) students interpret standard meanings by paying attention to structured input, 21 students (78%) students are able to construct syntactic structures for circuits this

category without knowing what specific words are actually represented in the input, 16 students (60%) Students are able to apply a set of rules that assign roles to each element.

Based on the result above, it could be inferred that the learning process of cycle I was not successfully because only one activity got percentage 78% active in the classroom and the others got <77%.

d. Reflecting

From the result of cycle I, it showed that there was an improving of the result at pre- test and post- test I. The student was interested in learning process although the condition of learning process still uncontrolled because some students still did not focus on the material.

Based on the analyzing above, the researcher concluded that this research should be continuing in cycle II. The researcher tried to get solution as follows:

- 1) The researcher should manage class well.
- 2) The researcher asks the students to focus on study.

The teacher should motivate students so that they could be more active in the class.

2. Cycle II

The action in the cycle I was not success enough, the cycle must be continued to cycle II. Cycle II are similar to cycle 1, it is divided into planning, acting, observing and reflecting. But it was

used to repair the weakness in the cycle I. The steps of the cycle II as follows:

a. Planning

In this step, the researcher and collaborator would like to make and discuss about the lesson plan. Based on the students' result in cycle I, the researcher and collaborator found the problems that students were not confident and found it difficult to arrange sentence structures well. The students afraid if they make a mistake. Therefore, the researcher and collaborator tried to revise the several problems that appeared in cycle I and arranged lesson plan for continuing to cycle II. The researcher made lesson plan better active than before, so that the learning process could do effective.

b. Acting

Based on the activities in the cycle I, the process at cycle II was focused on the problem of cycle I. There were still many weaknesses on cycle I such as the students did not confidence in the learning process, and difficult in organizing the words especially in expressing opinion.

1) The First Meeting

The meeting conducted on Wednesday, October 20th 2021. For the first the researcher was opened the meeting by greeting, asked the students to pray together, checking

students' attendance and then continuous to the material that was prepared. After that the researcher announced the result of grammar mark at last meeting. The researcher told that the students should be more active in learning process. And then the researcher continued the material about the simple present tense in expressing opinions.

The students identified the categories of part of speech contained the sentences given by the teacher. After that, the students interpreted the meaning of the sentences given by the teacher. The students reconstructed the sentences given by the teacher by using their own sentences.

In addition, the Students together with the teacher corrected sentences that have been made by students, by comparing the appropriate grammatical structure under the teacher's supervision, if the sentences made by students are correct, the process of writing those sentences can be continued to the next sentences. If the sentences written by the students were wrong because it contains the wrong grammatical structure, then the student must repeat it under the guidance of the teacher.

2) The Second Meeting

The second meeting of cycle II conducted on Tuesday, October 26st, 2021. The researcher began the meeting by

greeting, asked the students to pray together, checking attendance list, and asking the students' condition. At this meeting to measure the students' writing skill after using *Garden Path* technique the researcher tested the students by written test. Then the researcher continued the material about the simple present tense in expressing opinion, the researcher gave a multiple choice task, then students worked on it by choosing the right word. . They become more active than before because the researcher promised that she would give gift for the perfect one student in the post test II and also the researcher helped students if they faced a problem.

Table 12

The Students' Post-Test II Result in Cycle II

No	Name	Grade	Note
1	AY	80	Complete
2	AWS	80	Complete
3	AC	50	Incomplete
4	DPE	80	Complete
5	EM	90	Complete
6	FDE	80	Complete
7	FN	70	Incomplete
8	FRH	90	Complete
9	HS	80	Complete
10	HKN	80	Complete
11	IFR	90	Complete
12	INF	80	Complete
13	IRJ	60	Complete
14	IK	80	Complete
15	KS	60	Incomplete
16	LA	80	Complete
17	LN	80	Complete
18	ML	80	Complete
19	NR	90	Complete

20	NHS	80	Complete
21	NQS	90	Complete
22	RFM	90	Complete
23	RJ	70	Incomplete
24	SWH	80	Complete
25	SBA	70	Incomplete
26	TDR	80	Complete
27	TMS	80	Complete
Total		2120	
Average		79	
Highest Grade		90	
Lowest Grade		50	

Source: the result of post-test II on October 26th 2021

Table 13

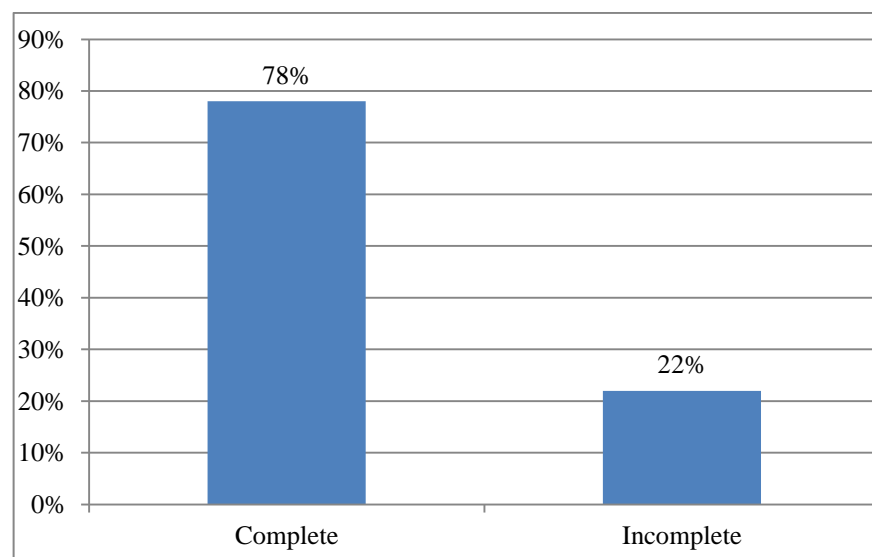
Percentage of Students' Grade in Post-Test II of Cycle II

No	Interval	Frequency	Percentage	Category
1	< 77	6	22 %	Incomplete
2	≥ 77	21	78 %	Complete
Total		27	100 %	

Source: the result of post-test II on October 26th 2021

Figure 7

The Frequency of Students' Complete at Post-test II



Based on the result of students' grammar mastery post-test II grade, it can be inferred that there was 78% or 21 students' for the grade among the interval of >77 who complete the Minimum Mastery Criteria (passing grade) at least 77, while 22% or 6 students' for the grade among the interval <77 who incomplete the (passing grade) at least 77. It means that cycle II was successful and there was improvement from post-test I and the post-test II.

c. Observing

The observation was done by the researcher that presented about two meeting in cycle 2. In this stage the students more active and enthusiastic in following the teaching learning process. It can be seen as follows:

Table 14

The Result of Students' Activities in Cycle II

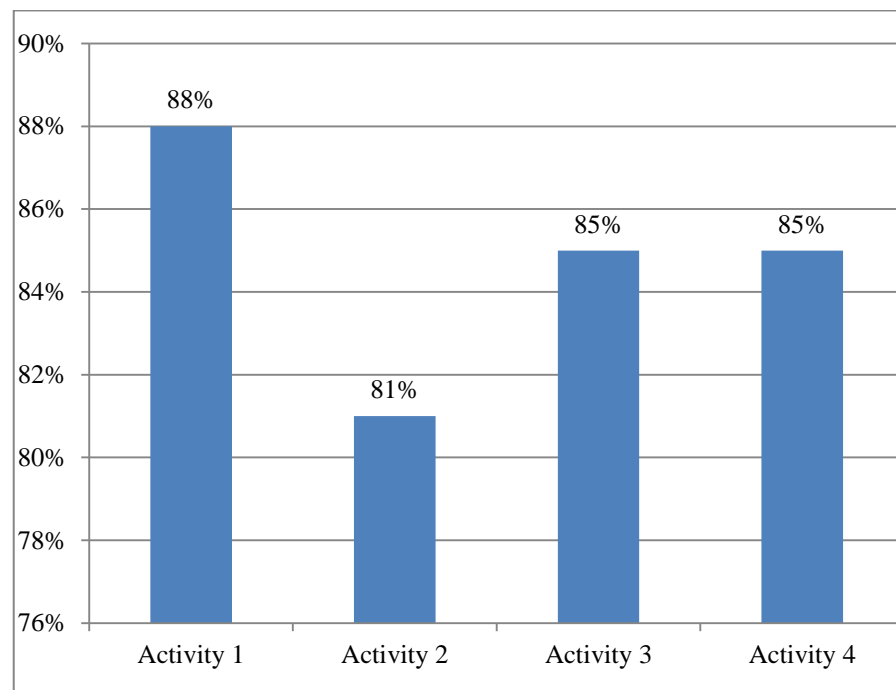
No	Name	Criteria			
		1	2	3	4
1	AY	✓	✓	✓	✓
2	AWS	✓	✓	✓	✓
3	AC	✓	✓	✓	✓
4	DPE	✓	✓	-	✓
5	EM	✓	✓	✓	-
6	FDE	✓	-	✓	✓
7	FN	✓	✓	✓	✓
8	FRH	-	✓	✓	✓
9	HS	✓	✓	✓	✓
10	HKN	✓	✓	✓	-
11	IFR	-	✓	✓	✓
12	INF	✓	✓	✓	✓
13	IRJ	✓	-	✓	✓
14	IK	✓	✓	✓	✓
15	KS	✓	✓	✓	✓

16	LP	✓	✓	✓	✓
17	LN	✓	✓	✓	-
18	ML	✓	-	-	✓
19	NR	✓	✓	✓	✓
20	NHS	-	✓	-	✓
21	NQS	✓	-	✓	✓
22	RFM	✓	✓	✓	✓
23	RJ	✓	✓	✓	✓
24	SWH	✓	✓	-	✓
25	SBA	✓	-	✓	-
26	TDR	✓	✓	✓	✓
27	TMS	✓	✓	✓	✓
Total		24	22	23	23

Source: the result of students activities cycle II

Note:

1. Students identify the part of speech category that is represented in the input, and the output is inserted into the syntactic parsing mechanism = 89%
2. Students interpret standard meanings by paying attention to structured input = 81%
3. Students construct syntactic structures for circuits this category without knowing what specific words are actually represented in the input = 85%
4. Students apply a set of rules that assign roles to each element = 85%

Figure 8**The Frequency of Students' Activities at Post-test II****Table 15****The Percentage of Learning Activity in Cycle II**

No	The learning activity	The percentage
1	Identifying the part of speech category	89%
2	Interpreting the standard meaning	81%
3	Constructing syntactic structure	85%
4	Applying a set of grammar rules in sentence writing	85%
The average percentage		85%

The data showed that not all the students' active in learning process. There were 24 students (88%) students identify the part of speech category that is represented in the input, and the output is inserted into the syntactic parsing mechanism, 22 students (81%) students interpret

standard meanings by paying attention to structured input, 23 students (85%) students construct syntactic structures for circuits this category without knowing what specific words are actually represented in the input, 23 students (85%) Students apply a set of rules that assign roles to each element.

Based on the result of the research in cycle II, it could be inferred that cycle II was successful. There were >77% of students reached the examination. It means the students' learn Simple present tense in expressing opinion had improved. From the result above, the researcher concluded that this research was successful and was not continued in the next cycle.

d. Reflecting

The result of cycle II was better than cycle I. There was significant improving in this cycle. The condition of the class was better than before. The students listened to the teachers' explanation and did not make noisy in learning activity and serious in doing the assignment. In this meeting, most of students got good grade. It happened caused the teacher and the researcher has revised and improved the teaching and learning process in cycle I.

In the second cycle, the students were enjoy and also active to do assignment than before. It means that *Garden Path* technique was effective to improve the students grammar mastery. The

students who got grade more than 77 were 19 (76%) out of 27 students.

B. Discussion

In teaching grammar to the Senior High School of Darul A'mal Metro especially in students of class XI IPA 3, based on the pre survey there are some problems like some students' low mastery in English simple present tense. The researcher chooses Garden Path technique to improve the students' grammar mastery simple present tense in expressing opinion.

Grammar mastery of simple present tense in expressing opinions is easier to understand if it is supported by technique, because students not only listen to what is explained by the teacher but also practice it together. The researcher uses this technique so that students have good mastery in English simple present tense, enjoy learning, and good simple present tense mastery, especially in expressing opinions. There is a positive increase in learning activities using the Garden Path technique. Therefore, the Garden Path technique may be useful in learning activities

During the research, the researcher observed that the students were enthusiastic to attention from teacher explanation in learning process. The researcher assumes that teaching grammar by using the Garden Path technique can improve grammar mastery in expressing students opinion.

1. Result of Students Learning

a. Result of students Pre- Test Grade

In this phase, the researcher presented the pre- test to measure the students' skill before implementing the treatment. The researcher obtained the data through test in the form of multiple choice which completed for 90 minutes. It was done on Tuesday, October 12th, 2021. From the result of pre- test showed that most of the students got difficult for doing the test. Based on the table 6 the students' averages were 60. It showed that most of the students have not passed yet in achieving the Passing grade Criteria at least 77. In this phase, only 8 students out of 27 students passed of the passing grade criteria.

b. Result of Students Post- Test 1 Grade

In this research, to know the students' grammar mastery of simple present tense in expressing opinion, after implementing the treatment the researcher conducted the post- test I. It was done on Tuesday, October, 19th, 2021. Based on the table 9, the students average was 71. It shown that most of the students have not passed yet in achieved the passing grade criteria at least 77. In this stage there are 15 students out of 27 students passed of the passing grade criteria. It is concluded that most of the students failed in achieving the material.

c. Result of Students Post- Test II Grade

In this phase, the researcher continued to cycle II because the grade of post-test I in cycle I did not fulfill the minimum mastery

criteria yet that was only 30% passed the passing grade criteria. The researcher presented the post- test II to measure the students' skill after implementing the treatment. The researcher obtained the data through test in the form of multiple choices which completed for 90 minutes. It was done on Tuesday, October, 26th, 2021. Based on the table 11 students' average were 79. It showed that most of the students have achieving the Minimum Mastery Criteria (passing grade) at least 77. In this phase, 21 students out of 27 students of 78% students passed of the passing grade criteria and the research was successful.

2. Comparison of Grade in Pre-Test, Post-Test I in cycle I, and Post-Test II in Cycle II

English learning process was successfully in cycle I but the students' average grade was low. While, The grade of the students in post-test I was higher than pre-test. Moreover, in cycle II, the students' average grade was higher than cycle I. the following was the table of illustration grade in cycle I and cycle II.

Table 16

The Comparison of Grammar Mastery of Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

No	Name	Grade		
		Pre-Test	Post-Test I	Post-Test II
1	AY	50	60	80
2	AWS	60	80	80
3	AC	30	60	50
4	DPE	80	80	80
5	EM	90	90	90

6	FDE	60	60	80
7	FN	80	80	70
8	FRH	70	80	90
9	HS	60	80	80
10	HKN	80	80	80
11	IFR	30	70	90
12	INF	70	80	80
13	IRJ	50	70	60
14	IK	60	80	80
15	KS	60	60	60
16	LA	80	80	80
17	LN	40	40	80
18	ML	30	50	80
19	NR	80	80	90
20	NHS	50	50	80
21	NQS	90	90	90
22	RFM	70	90	90
23	RJ	40	40	70
24	SWH	70	80	80
25	SBA	30	70	70
26	TDR	80	80	80
27	TMS	40	60	80
Total		1630	1920	2120
Average		60	71	78
Complete		8	15	21

Table 17

The Comparison Grade of Students' Pre-Test, Post-Test I in Cycle I and Post-Test II in Cycle II

Interval	Pre-Test	Post-Test I	Post-Test II	Explanation
< 77	19	12	6	Incomplete
≥ 77	8	15	21	Complete
Total	27	27	27	

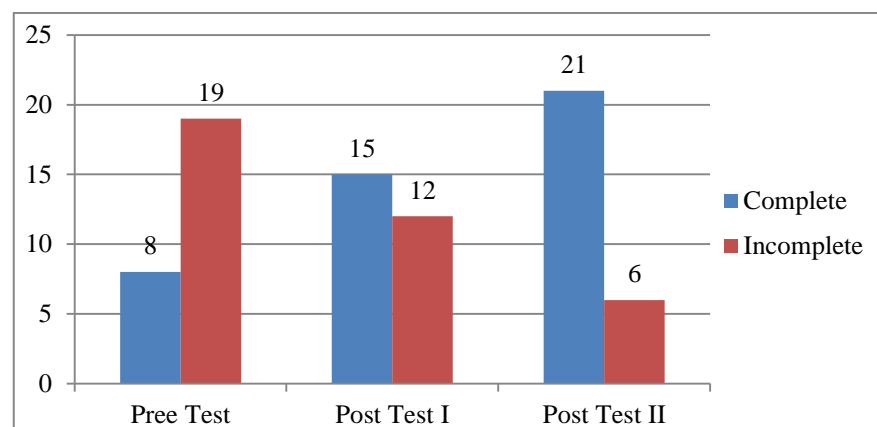
Based on the result of the pre-test, post-test I and post-test II, it was know that there was a positive significant improving of the students' grade. It could be seen from the students get grade >77 to 15 became 21. Therefore,

the researcher concludes that the research was successful because the indicator of success in this research had been achieved.

The researcher shows the graph of the result of pre-test, post-test I and post-test II, as follow:

Figure 9

The Comparison Grade of Students Grammar Mastery in Pre-Test, Post-Test I in Cycle I, and Post-Test II in Cycle II



Based on the graph above, it could be inferred that Language Garden Path technique could improve the students' skill in grammar mastery simple present tense in expressing opinion. It is supported by improving grade of the students from pre-test to post-test I and from post-test I to post-test II.

3. The Result of Students' Learning Activities in Cycle I and Cycle II

The students' learning activities data was gotten from the whole students' learning activities on observation sheet. The table improvement of it as follow:

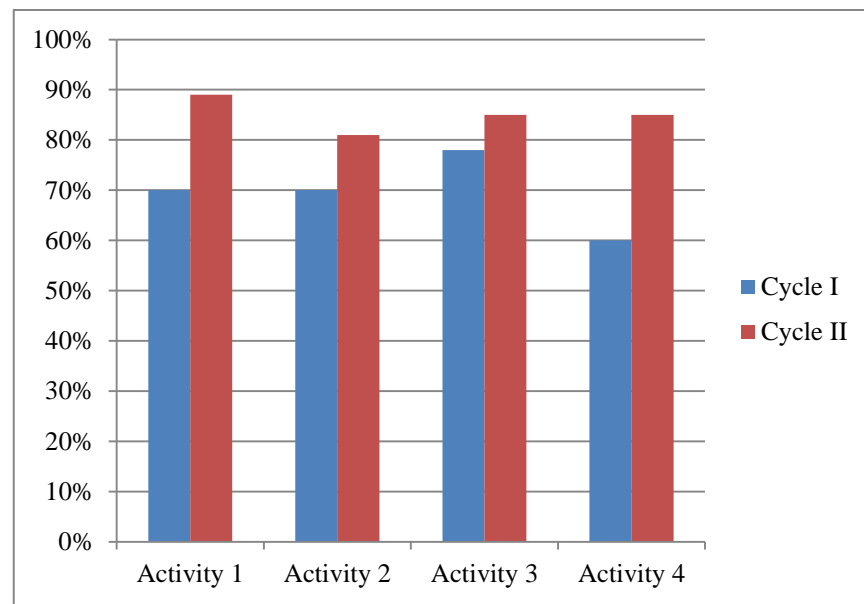
Table 18**The Table of Students' Activities in Cycle I and Cycle II**

No	Students' Activities	Cycle I		Cycle II		Increasing
		F	Percentage	F	Percentage	
1	Students identify the part of speech category that is represented in the input, and the output is inserted into the syntactic parsing mechanism	19	70%	24	88%	18%
2	Students interpret standard meanings by paying attention to structured input	19	70%	22	81%	11%
3	Students construct syntactic structures for circuits this category without knowing what specific words are actually represented in the input	21	78%	23	85%	7%
4	Students apply a set of rules that assign roles to each element	16	60%	23	85%	25%

Based on the data had gotten, it can be explained as follow:

Figure 10

Students' Result of Learning Activity in Cycle I and Cycle II



- a. Students can identify the part of speech category that is represented in the input, and the output is inserted into the syntactic parsing mechanism, in cycle I was only 70% and in cycle II 88%, it is improved 18%.
- b. Students can interpret standard meanings by paying attention to structured input, this activity from cycle I 70% and cycle II 81%, it is improved 11%.
- c. Students are able to construct syntactic structures for circuits this category without knowing what specific words are actually

represented in the input, this can be seen in the first cycle 78% and second cycle also 85% it is improved 7%.

- d. Students are able to apply a set of rules that assign roles to each element, this can be seen in the first cycle 60 % and second cycle 85% it is improve 25%.

Base on the data above, it can be said that students feel understood and easy in the learning process because most students showed good improvement in learning activities when the Garden Path technique was applied in the learning process from cycle I to cycle II.

Then based on the explanation of cycle I and cycle II, it can be obtained that the use of Garden Path improves students' skill in grammar mastery of expressing opinions. There was an average progress grade from 60 to 71 and 79. From graph 9, we could be seen that there was an improving on the average grade and total of students who passed the test from pre-test, post-test I, and post-test II. In the graph above, the average pre-test grade is 60 and only 8 students or (30%) passed the test.

Moreover, the average grade of post-test I is 71 and only 15 or (60%) passed the test and in the average grade of post-test II is 79. Based on post-test II, there were 21 students or (78%) who passed the indicator of success. Based on the explanation, the researcher concluded that the research was successful and it could be stopped in cycle II.

The average percentage of learning activity in the first cycle is 70%. While in the second cycle is 85%, it shows that the learning activity has succeeded in achieving the success indicator, namely 75%.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the result of the learning process on two cycles, the researcher would like to describe the conclusion that the grammar mastery could be increased through Garden Path technique, as follows:

The research result indicated that Garden Path technique is also able to improve the students' grammar mastery. It can be seen on the progress from pre-test to cycle I and cycle II. The average grade of pre-test is 60 and in cycle I is 71 while in cycle II is 79. In addition, the percentage of the students that achieve passing grade in post-test 2 is 78%. It means that the percentage had achieved the indicator of success.

Moreover, Garden Path technique can improve students learning activity. It is indicated by the result of learning activity percentage in post-test II that is 85%. It had been achieved the indicator of success. Based on the table above, it can be inferred that Garden Path technique can improve the students' grammar mastery and students learning activities. It can be seen there was an improvement of the students' grade.

B. Suggestions

Based on the result of the research, the researcher would like to constructively give suggestions as follows:

1. For the students

This result of this research can be used to the students to be more active in Learning English therefore the students can understood the material which teacher has given and improved their knowledge especially in grammar mastery.

2. For the teacher

This result of this research can be used to the English teacher to include Garden Path technique in teaching process. The teachers should be creatively used Garden Path technique in teaching, especially grammar class, in order to engage the students to be active in learning process.

3. For the other researcher

This result of this research can be used as the reference in order to build a prior knowledge and give a new idea for conducting the research.

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APPENDICES

SILABUS SMA/MA

Mata Pelajaran : BAHASA INGGRIS-WAJIB

Kelas : XI

Kompetensi Inti :

KI 1: Menghayati dan mengamalkan ajaran agama yang dianutnya

KI 2: Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia

KI 3: Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4: Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar</p> <p>2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman.</p> <p>3.1 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memberi saran dan tawaran,</p>	<p>Teks lisan dan tulis untuk memberi saran dan tawaran dan responnya</p> <p><i>Fungsi Sosial</i></p> <ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain Terbiasa menggunakan ungkapan memberi saran dan tawaran dan meresponnya <p><i>Ungkapan</i></p> <p>Saran dan tawaran:</p> <p><i>Why don't you...</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa menyimak/ mendengarkan ungkapan memberi saran dan tawaran dan responnya dengan (ucapan, tekanan kata, intonasi, ejaan) yang tepat, serta sikap santun dan peduli. Siswa mencoba menirukan pengucapannya dan menuliskan ungkapan yang digunakan. Siswa belajar mengambil giliran dalam melakukan tindak komunikasi <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan pertanyaan pengarah dari guru, siswa mempertanyakan: <ul style="list-style-type: none"> Fungsi sosial Ungkapan yang digunakan untuk memberi saran dan tawaran Penggunaan unsur kebahasaan dari tindakan komunikatif memberi saran dan tawaran dan responnya. <p>Mengeksplorasi</p>	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi sosial memberi saran dan tawaran dan responnya Tingkat kelengkapan dan keruntutan struktur teks memberi saran dan tawaran dan responnya Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi 	<p>2 x 2jp</p>	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet: <ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>serta responnya, sesuai dengan konteks penggunaannya</p> <p>4.1 Menyusun teks lisan dan tulis untuk menyatakan, menanyakan, dan merespon ungkapan memberi saran dan tawaran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks</p>	<p><i>What about ...?</i></p> <p><i>You should ...</i></p> <p><i>You can</i></p> <p><i>Do you need?</i></p> <p><i>Unsur kebahasaan</i></p> <p>(1) Ucapan, tekanan kata, intonasi,</p> <p>(2) Rujukan kata</p> <p><i>Topik</i></p> <p>Keteladanan tentang perilaku peduli, kerjasama, dan proaktif</p>	<ul style="list-style-type: none"> Siswa secara mandiri mencari pengetahuan tambahan tentang tujuan, ungkapan, dan unsur kebahasaan yang digunakan dalam ungkapan memberi dan tawaran dan meresponnya Siswa berlatih menggunakan ungkapan tersebut Siswa berlatih mengambil giliran dan menggunakan kesantunan dalam berkomunikasi <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa menganalisis ungkapan untuk menyatakan, memberi, dan menerima saran dan tawaran dengan mengelompokkannya berdasarkan penggunaan. Dalam kerja kelompok terbimbing, siswa membandingkan ungkapan memberi saran dan tawaran dan responnya yang lain dan mengaitkan dengan berbagai ekspresi yang mungkin digunakan, sesuai konteks penggunaannya. Siswa memperoleh balikan (<i>feedback</i>) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok. 	<p>pernyataan dan pertanyaan tentang memberi saran dan tawaran dan responnya .</p> <ul style="list-style-type: none"> Ketepatan menggunakan struktur dan unsur kebahasaan dalam memberi saran dan tawaran serta responnya <p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk memberi saran dan tawaran dan responnya ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam 		

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
		<ul style="list-style-type: none"> Siswa membandingkan cara mengambil giliran dan merespon dengan yang diperoleh dari sumber lain <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa bermain peran memberi saran dan tawaran serta responnya Siswa menggunakan ungkapan-ungkapan memberi saran dan tawaran dalam konteks komunikasi yang wajar di dalam dan di luar kelas, dalam bentuk percakapan/simulasi dengan memperhatikan fungsi sosial, ungkapan, dan unsur kebahasaan serta strategi yang benar dan sesuai dengan konteks. Siswa membuat 'learning journal' 	melaksanakan komunikasi		
1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International 2.2. Mengembangkan	<p>Teks lisan dan tulis untuk menyatakan pendapat dan pikiran serta responnya</p> <p><i>Fungsi Sosial</i></p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa mendengarkan/menonton interaksi menyatakan pendapat dan pikiran serta responnya Siswa mengikuti interaksi menyatakan pendapat dan pikiran Siswa menirukan model interaksi 	<p>KRITERIA PENILAIAN:</p> <ul style="list-style-type: none"> Tingkat ketercapaian fungsi social ungkapan menyatakan pendapat dan pikiran Tingkat kelengkapan dan keruntutan struktur teks ungkapan 	2 x 2 JP	<ul style="list-style-type: none"> CD/ Audio/ VCD Koran/ majalah berbahasa Inggris Sumber dari internet:

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan teman.</p> <p>3.2. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menggunakan simple present pada pengungkapan</p>	<ul style="list-style-type: none"> Menjaga hubungan interpersonal dengan guru, teman, dan orang lain <p><i>Ungkapan</i></p> <p>menyatakan pendapat/pikiran</p> <p><i>I think ...</i></p> <p><i>I suppose...</i></p> <p><i>In my opinion ...</i></p> <p><i>Unsur Kebahasaan</i></p> <p>Ucapan, tekanan kata, intonasi</p>	<p>menyatakan pendapat dan pikiran</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri interaksi menyatakan pendapat dan pikiran (fungsi sosial, struktur teks, dan unsur kebahasaan). <p>Mempertanyakan (questioning)</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan berbagai ungkapan menyatakan pendapat dan pikiran dalam bahasa Inggris, perbedaan ungkapan dengan yang ada dalam bahasa Indonesia, kemungkinan menggunakan ungkapan lain, dsb. <p>Mengeksplorasi</p> <p>Siswa menyatakan pendapat dan pikiran dengan bahasa Inggris dalam konteks <i>simulasi</i>, <i>role-play</i>, dan kegiatan lain yang terstruktur.</p> <p>Mengasosiasi</p> <ul style="list-style-type: none"> Siswa membandingkan ungkapan menyatakan pendapat dan pikiran yang 	<p>menyatakan pendapat dan pikiran</p> <ul style="list-style-type: none"> Tingkat ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi Kesesuaian format penulisan/ penyampaian <p>CARA PENILAIAN:</p> <p>Unjuk kerja</p> <ul style="list-style-type: none"> Bermain peran (<i>role play</i>) dalam bentuk interaksi yang berisi pernyataan dan pertanyaan tentang ungkapan menyatakan pendapat dan pikiran. Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyatakan pendapat dan pikiran serta responnya 		<ul style="list-style-type: none"> www.dailyenglish.com http://americanenglish.state.gov/files/ae/resource_files http://learnenglish.britishcouncil.org/en/

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.		<p>telah dipelajari dengan yang ada di berbagai sumber lain.</p> <ul style="list-style-type: none"> Siswa membandingkan antara ungkapan dalam bahasa Inggris dan dalam bahasa siswa. <p>Mengkomunikasikan</p> <ul style="list-style-type: none"> Siswa menyatakan pikiran dan pendapat dengan bahasa Inggris, di dalam dan di luar kelas. Siswa menuliskan permasalahan dalam menggunakan bahasa Inggris untuk menyatakan pendapat dan pikiran dalam jurnal belajar (<i>learning journal</i>). 	<p>Pengamatan (observations):</p> <ul style="list-style-type: none"> Upaya menggunakan bahasa Inggris untuk menyatakan dan menanyakan pendapat atau pikiran ketika muncul kesempatan. Kesungguhan siswa dalam proses pembelajaran di setiap tahapan. Kesantunan dan kepedulian dalam melaksanakan komunikasi Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi 		

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Darul A'mal
Mata pelajaran : Bahasa Inggris
Tema : Simple present dalam pengungkapan pendapat
Alokasi waktu : 4 x 45 menit

A. Kompetensi Inti

KI 1 dan KI 2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kompetensi Dasar	Indicator
1.1. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none">Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi	<ul style="list-style-type: none">Melakukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

<p>transaksional dengan guru dan teman.</p> <p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menggunakan simple present pada pengungkapan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<p>secara konsisten.</p> <ul style="list-style-type: none"> • Memahami fungsi sosial, struktur teks dan unsur kebahasaan untuk menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. • Melengkapi dialog untuk menanyakan tentang pengungkapan pendapat.
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C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik diharapkan dapat:

- Setelah proses pembelajaran peserta didik mensyukuri anugerah tuhan akan keberkahan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
- Setelah proses pembelajaran, peserta didik berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
- Setelah proses pembelajaran, peserta didik mampu memahami fungsi sosial, struktur teks, dan unsur kebahasaan untuk menanyakan tentang pengungkapan pendapat.
- Setelah proses pembelajaran, peserta didik dapat Melengkapi dialog untuk menanyakan tentang pengungkapan pendapat.

D. Materi Pembelajaran: Simple Present Tense

1. Pertemuan ke Satu

Simple Present Tense

1. Simple Present Tense Positive

Untuk membentuk kalimat Positive, rumusnya adalah

S + Verb (1) / Verb dasar / to be (is, am, are) + O

Contoh simple present tense positive:

- *Susi Pudji astuti **is** the Ministry of Maritime Affairs and Fisheries*
- *She **reads** Harry Potter books every day.*
- *They **watch** new movies every Sunday.*

2. Simple Present Tense Negative

Untuk membentuk kalimat simple present tense negative, biasanya menggunakan tambahan ***don't*** atau ***doesn't*** sebelum kata kerja, kecuali ***To Be*** dan **Modal**, rumusnya adalah

S + Don't / Doesn't + Verb (1) + O

Jika kata kerja / verb nya berupa ***To Be***, maka rumusnya menjadi

S + (is, am, are) + not + O

Contoh *simple present tense negative*:

- *Susi Pudjiastuti **is not** the Ministry of Maritime Affairs and Fisheries.*
- *She **doesn't read** Harry Potter books every day.*
- *They **don't watch** new movies every Sunday.*

Perhatikan, untuk subjek bentuk ketiga (she, he it), setelah kata don't atau doesn't, bentuk verb **tidak ditambahkan s/es**.

3. Simple Present Tense Interrogative

Untuk membentuk kalimat interrogative / kalimat pertanyaan, biasanya menggunakan tambahan **do** atau **does** di depan kalimat. Rumusnya adalah sebagai berikut :

Do / Does + S + Verb 1 + O

Kata **do** digunakan jika subjeknya adalah **I, you, they,** atau **we.** Namun, kata **does** digunakan jika subjeknya adalah bentuk orang ketiga (**She, He, It**).

Contoh simple present tense interrogative:

- ***Does** she read a Harry Potter book?*
- ***Do** they watch a new movie every day?*
- ***Do** you play basketball every morning?*

Apabila kata kerja (*verb*) berupa **To Be** atau **Modal**, maka jangan menggunakan kata **do** atau **does**.

Contohnya :

- ***Is** Susi Pudjiastuti the Ministry of Maritime Affairs and Fisheries?*
- ***Are** you knew staff of Wall Street English?*
- ***Are** they football fans of Persija Jakarta?*

2. Pertemuan ke dua

Simple Present Tense

1. Simple Present Tense Positive

Untuk membentuk kalimat Positive, rumusnya adalah

S + Verb (1) / Verb dasar / to be (is, am, are) + O

Contoh simple present tense positive:

- *Susi Pudji astuti **is** the Ministry of Maritime Affairs and Fisheries*
- *She **reads** Harry Potter books every day.*
- *They **watch** new movies every Sunday.*

2. Simple Present Tense Negative

Untuk membentuk kalimat simple present tense negative, biasanya menggunakan tambahan **don't** atau **doesn't** sebelum kata kerja, kecuali **To Be** dan **Modal**, rumusnya adalah

S + Don't / Doesn't + Verb (1) + O

Jika kata kerja / verb nya berupa **To Be**, maka rumusnya menjadi

S + (is, am, are) + not + O

Contoh *simple present tense negative*:

- *Susi Pudjiastuti **is not** the Ministry of Maritime Affairs and Fisheries.*
- *She **doesn't read** Harry Potter books every day.*
- *They **don't watch** new movies every Sunday.*

Perhatikan, untuk subjek bentuk ketiga (she, he it), setelah kata don't atau doesn't, bentuk verb **tidak ditambahkan s/es**.

3. Simple Present Tense Interrogative

Untuk membentuk kalimat interrogative / kalimat pertanyaan, biasanya menggunakan tambahan **do** atau **does** di depan kalimat. Rumusnya adalah sebagai berikut

Do / Does + S + Verb 1 + O

Kata **do** digunakan jika subjeknya adalah **I, you, they,** atau **we.** Namun, kata **does** digunakan jika subjeknya adalah bentuk orang ketiga (**She, He, It**).

Contoh simple present tense interrogative:

- ***Does** she read a Harry Potter book?*
- ***Do** they watch a new movie every day?*
- ***Do** you play basketball every morning?*

Apabila kata kerja (*verb*) berupa **To Be** atau **Modal**, maka jangan menggunakan kata **do** atau **does**.

Contohnya:

- ***Is** Susi Pudjiastuti the Ministry of Maritime Affairs and Fisheries?*
- ***Are** you new staff of Wall Street English?*
- ***Are** they football fans of Persija Jakarta?*

E. Teknik pembelajaran: Garden path technique

F. Media pembelajaran: Papan tulis, sepidol

G. Sumber belajar : Buku ajar

H. Langkah – langkah pembelajaran

No	Kegiatan	Waktu
1	Pendahuluan <ul style="list-style-type: none"> ➤ Peserta didik merespon salam dan pertanyaan guru dengan kondisi dan pembelajaran sebelumnya. ➤ Peserta didik menerima informasi tentang keterkaitan pembelajaran sebelumnya dengan pembelajaran yang akan dilaksanakan. ➤ Peserta didik menerima informasi kompetensi materi, tujuan, manfaat, dan langkah pembelajaran yang akan dilaksanakan. 	20 menit
2	Kegiatan inti <ul style="list-style-type: none"> ➤ Mengamati <ul style="list-style-type: none"> - Siswa mendengarkan dan membaca banyak kalimat pendapat, dalam berbagai konteks. - Siswa mengikuti interaksi tentang pengungkapan pendapat jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. - Siswa menirukan contoh-contoh kalimat yang mengungkapkan pendapat. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan mengungkapkan pendapat (fungsi sosial, struktur teks, dan unsur kebahasaan). ➤ Mempertanyakan <ul style="list-style-type: none"> - siswa bertanya kepada guru tentang kalimat yang sulit dipahami. ➤ Mengeksplorasi <ul style="list-style-type: none"> - Siswa menginterpretasikan makna dari kalimat yang diberikan. - Siswa merekonstruksi kalimat yang 	140 menit

	<p>diberikan oleh guru dengan menggunakan kalimat mereka sendiri.</p> <p>➤ Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa mengoreksi kalimat yang telah dibuat bersama dengan siswa dengan membandingkan struktur gramatikal yang sesuai di bawah pengawasan guru, jika kalimat yang dibuat siswa benar maka proses penulisan kalimat tersebut dapat dilanjutkan ke kalimat berikutnya. - jika kalimat yang ditulis siswa mengandung struktur gramatikal yang salah, maka siswa harus mengulanginya di bawah bimbingan guru. <p>➤ Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengungkapkan pendapat dalam bahasa Inggris, di dalam dan di luar kelas. - Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian. - Siswa menuliskan permasalahan dalam menggunakan pengungkapan pendapat dalam bahasa Inggris untuk menyatakan dan menanyakan pendapat dalam jurnal belajarnya. 	
3	<p>Penutup</p> <ul style="list-style-type: none"> ➤ Peserta didik bersama guru menyimpulkan pembelajaran. ➤ Peserta didik melakukan refleksi terhadap kegiatan yang telah dilakukan. ➤ Peserta didik menjawab pertanyaan yang diberikan oleh guru. 	20 menit

I. Penilaian

1. Penilaian sikap

Berdasarkan hasil observasi tentang sikap spriritual pesertadidik tuliskan skor tiap indikator sikap menunjukan rasa percaya diri, pada kolom lembar observasi dengan ketentuan sebagai berikut:

- a. Skor 3 baik
- b. Skor 2 baik
- c. Skor 1 cukup

No.	Nama	Indikator			Skor	Predikat
		A	B	C		
1.						
2.						
3.						

$$\text{Skor} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 3$$

Metro, Oktober 2021

Mengetahui,
Guru bahasa inggris

Peneliti

Dewi Parwanti, S.Pd.
NIP.

Vivi Ulya Putri
NPM. 1601070057

Mengetahui,
Kepala Madrasah Darul A'mal

Drs.Hi.Sutrisno, M.Pd.I
NIP.196704091995031002

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Sekolah : MA Darul A'mal
Mata pelajaran : Bahasa Inggris
Tema : Simple present dalam pengungkapan pendapat
Alokasi waktu : 4 x 45 menit

A. Kompetensi Inti

KI 1 dan KI 2 Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.

KI 3 Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural dan metakognitif berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.

KI 4 Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah secara mandiri, bertindak secara efektif dan kreatif, serta mampu menggunakan metoda sesuai kaidah keilmuan.

B. Kompetensi Dasar

Kompetensi Dasar	Indikator
1.2. Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi International yang diwujudkan dalam semangat belajar.	<ul style="list-style-type: none">Mensyukuri anugerah Tuhan akan keberadaan bahasa Inggris sebagai bahasa pengantar komunikasi internasional.
2.2. Mengembangkan perilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi transaksional dengan guru dan	<ul style="list-style-type: none">Melakukan perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional

teman.	secara konsisten.
<p>3.2 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya.</p> <p>4.2. Menggunakan simple present pada pengungkapan pendapat dan pikiran, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan, benar dan sesuai konteks.</p>	<ul style="list-style-type: none"> • Memahami fungsi sosial, struktur teks dan unsur kebahasaan untuk menyatakan pendapat dan pikiran, sesuai dengan konteks penggunaannya. • Melengkapi dialog untuk menanyakan tentang pengungkapan pendapat.

C. Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran peserta didik di harapkan dapat:

- Setelah proses pembelajaran peserta didik mensyukuri anugerah tuhan akan keberkahan bahasa inggris sebagai bahasa pengantar komunikasi international.
- Setelah proses pembelajaran, peserta didik berperilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan komunikasi fungsional secara konsisten.
- Setelah proses pembelajaran, peserta didik mampu memahami fungsi social, struktur teks, dan unsur kebahasaan untuk menanyakan tentang pengungkapan pendapat.
- Setelah proses pembelajaran, peserta didik dapat Melengkapi dialog untuk menanyakan tentang pengungkapan pendapat

D. Materi Pembelajaran: conditional sentences

1. Pertemuan ke Satu

Simple Present Tense

1. Simple Present Tense Positive

Untuk membentuk kalimat Positive, rumusnya adalah

S + Verb (1) / Verb dasar / to be (is, am, are) + O

Contoh simple present tense positive:

- *Susi Pudji astuti **is** the Ministry of Maritime Affairs and Fisheries*
- *She **reads** Harry Potter books every day.*
- *They **watch** new movies every Sunday.*

2. Simple Present Tense Negative

Untuk membentuk kalimat simple present tense negative, biasanya menggunakan tambahan ***don't*** atau ***doesn't*** sebelum kata kerja, kecuali ***To Be*** dan **Modal**, rumusnya adalah

S + Don't / Doesn't + Verb (1) + O

Jika kata kerja / verb nya berupa ***To Be***, maka rumusnya menjadi

S + (is, am, are) + not + O

Contoh *simple present tense negative*:

- *Susi Pudjiastuti **is not** the Ministry of Maritime Affairs and Fisheries.*
- *She **doesn't read** Harry Potter books every day.*
- *They **don't watch** new movies every Sunday.*

Perhatikan, untuk subjek bentuk ketiga (she, he it), setelah kata ***don't*** atau ***doesn't***, bentuk verb **tidak ditambahkan s/es**.

3. Simple Present Tense Interrogative

Untuk membentuk kalimat interrogative / kalimat pertanyaan, biasanya menggunakan tambahan **do** atau **does** di depan kalimat. Rumusnya adalah sebagai berikut

Do / Does + S + Verb 1 + O

Kata **do** digunakan jika subjeknya adalah **I, you, they,** atau **we.** Namun, kata **does** digunakan jika subjeknya adalah bentuk orang ketiga (**She, He, It**).

Contoh simple present tense interrogative:

- ***Does** she read a Harry Potter book?*
- ***Do** they watch a new movie every day?*
- ***Do** you play basketball every morning?*

Apabila kata kerja (*verb*) berupa **To Be** atau **Modal**, maka jangan menggunakan kata **do** atau **does**.

Contohnya:

- ***Is** Susi Pudjiastuti the Ministry of Maritime Affairs and Fisheries?*
- ***Are** you new staff of Wall Street English?*
- ***Are** they football fans of Persija Jakarta?*

2. Pertemuan ke dua

Simple Present Tense

1. Simple Present Tense Positive

Untuk membentuk kalimat Positive, rumusnya adalah

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Jika kata kerja / verb nya berupa ***To Be***, maka rumusnya menjadi

S + (is, am, are) + not + O

Contoh *simple present tense negative*:

- *Susi Pudjiastuti **is not** the Ministry of Maritime Affairs and Fisheries.*
- *She **doesn't read** Harry Potter books every day.*
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Perhatikan, untuk subjek bentuk ketiga (she, he it), setelah kata don't atau doesn't, bentuk verb **tidak ditambahkan s/es**.

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Untuk membentuk kalimat interrogative / kalimat pertanyaan, biasanya menggunakan tambahan **do** atau **does** di depan kalimat. Rumusnya adalah sebagai berikut

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E. Teknik pembelajaran: Garden path technique

F. Media pembelajaran: Papan tulis, sepidol

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2	Kegiatan inti <ul style="list-style-type: none"> ➤ Mengamati <ul style="list-style-type: none"> - Siswa mendengarkan dan membaca banyak kalimat pendapat, dalam berbagai konteks. - Siswa mengikuti interaksi tentang pengungkapan pendapat jika terjadi suatu keadaan/kejadian/peristiwa di waktu yang akan datang selama proses pembelajaran, dengan bimbingan guru. - Siswa menirukan contoh-contoh kalimat yang mengungkapkan pendapat. - Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat yang menyatakan dan mengungkapkan pendapat (fungsi sosial, struktur teks, dan unsur kebahasaan). ➤ Mempertanyakan <ul style="list-style-type: none"> - siswa bertanya kepada guru tentang kalimat yang sulit dipahami. ➤ Mengeksplorasi <ul style="list-style-type: none"> - Siswa menginterpretasikan makna dari kalimat yang diberikan. - Siswa merekonstruksi kalimat yang diberikan oleh guru dengan 	140 menit

	<p>menggunakan kalimat mereka sendiri.</p> <p>➤ Mengasosiasi</p> <ul style="list-style-type: none"> - Siswa mengoreksi kalimat yang telah dibuat bersama dengan siswa dengan membandingkan struktur gramatikal yang sesuai di bawah pengawasan guru, jika kalimat yang dibuat siswa benar maka proses penulisan kalimat tersebut dapat dilanjutkan ke kalimat berikutnya. - jika kalimat yang ditulis siswa mengandung struktur gramatikal yang salah, maka siswa harus mengulanginya di bawah bimbingan guru. <p>➤ Mengkomunikasikan</p> <ul style="list-style-type: none"> - Siswa mengungkapkan pendapat dalam bahasa Inggris, di dalam dan di luar kelas. - Siswa berkreasi dengan imajinasi mereka dalam teks pengandaian. - Siswa menuliskan permasalahan dalam menggunakan pengungkapan pendapat dalam bahasa Inggris untuk menyatakan dan menanyakan pendapat dalam jurnal belajarnya. 	
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I. Penilaian

1. Penilaian sikap

Berdasarkan hasil observasi tentang sikap spriritual pesertadidik tuliskan skor tiap indikator sikap menunjukan rasa percaya diri, pada kolom lembar observasi dengan ketentuan sebagai berikut:

- Skor 3 sangat baik
- Skor 2 baik
- Skor 1 cukup

No.	Nama	Indikator			Skor	Predikat
		A	B	C		
1.						
2.						
3.						

$$\text{Skor} = \frac{\text{Skor Perolehan}}{\text{Skor Maksimal}} \times 3$$

Metro, Oktober 2021

Mengetahui,
Guru Mata Pelajaran

Mahasiswa

Dewi Parwanti, S.Pd.
NIP.

Vivi Ulva Putri
NPM. 1601070057

Mengetahui,
Kepala Madrasah Darul A'mal

Drs.Hi.Sutrisno, M.Pd.I
NIP.196704091995031002

Time Schedule

Classroom Action Research of MA Darul A'mal West Metro

No	Activity	Time
1	Research preparation	
	The application for permission research	11 October 2021
2	Pre-test	12 October 2021
	Meeting 1 of cycle I	13 October 2021
	Meeting 2 of cycle I	19 October 2021
	Post-test 1	19 October 2021
	Meeting 1 of cycle I	20 October 2021
	Meeting 1 of cycle I	26 October 2021
	Post-test 2	26 October 2021

Pre-Test

NAMA :

Direction: choose the right answer by crossing (X) the letter a, b, c, or d

1. Diah : What do you think of your father?
Saras : My father ... so smart.
 - a. are
 - b. it
 - c. is
 - d. am

2. Dena : Between spongebob and doraemon which is the best cartoon film, in your opinion ?
Deden : In my opinion, Spongebob ... the best cartoon ever.
 - a. it
 - b. are
 - c. is
 - d. am

3. Ana : Is the new student arrogant?
Siska : I ... he is not arrogant.
 - a. think
 - b. thinking
 - c. thinkes
 - d. thinker

4. Cece : Why do you admire raditya dika?
Sila : Raditya dika and anang ... the best actor ever
 - a. is
 - b. am
 - c. it
 - d. are

5. Ana : In your opinion, what is the solution to air pollution from private cars?
Noni : I ... that it is better if people use public transportation.
 - a. think
 - b. thinking

- c. thought
- d. thinks

6. Devan : Is your stepmother nice to you?
Sandi : My stepmother ... breakfast for me every morning, I think she is very nice to me
- a. makes
 - b. making
 - c. maker
 - d. make
7. Nia : Do you think he agrees with my idea?
Noli : I believe, she ... with your idea
- a. agree
 - b. agreeing
 - c. agrees
 - d. agreed
8. Gilang : This is my room resin, what do you think?
Damar : I really ... that your room is dirty
- a. think
 - b. thinking
 - c. thought
 - d. thinks
9. Dewi : What do you think about rending and salad food?
Nopi : Rendang and salad ... delicious
- a. are
 - b. is
 - c. am
 - d. it
10. Nia : What do you think of the cutest animal?
Sasa : Hamster ... the cutest pet ever
- a. am
 - b. is
 - c. are
 - d. it

Post-Test 1

NAMA :

Direction: choose the right answer by crossing (X) the letter a, b, c, or d

1. Doni : Who is the best game player of the week?
Salman: Rudi ... the best gamers ever
 - a. am
 - b. it
 - c. are
 - d. is

2. Sasa : What do you think about Indonesia?
Diah : Indonesia ... the biggest country in the world
 - a. are
 - b. was
 - c. am
 - d. is

3. Maya : The person in the photo is my sister, what do you think?
Sara : She ... beautiful in this photo
 - a. look
 - b. looks
 - c. looked
 - d. looking

4. Rara : Do you think the earth is still?
Rere : I think that the earth ... round the sun
 - a. move
 - b. moves
 - c. moving
 - d. moved

5. Hamka : In your opinion, dian is diligent in school, is not it this week?
Yogi : Yes, he ... to school every morning
 - a. going
 - b. go
 - c. goed
 - d. goes

6. Ratna : What do you think about the role of Cinta Laura is love actor?
Deva : Cinta Laura ... better in her latest movie than her previous movie
- looking
 - looked
 - looks
 - look
7. Gigi : In your opinion, do parents always love their children?
Deva : Yes, because children always ... their parent
- love
 - loved
 - loving
 - loves
8. Bima : is my car more comfortable ?
Deni : My car ... more comfortable than yours
- am
 - are
 - it
 - is
9. Glen : Do you think chemistry or math is easier?
Darma : I think that chemistry ... easier than math
- is
 - am
 - I
 - are
10. Hani : What do you think about this strawberry and cherry?
Sindi : Strawberry and cherry ... delicious
- it
 - are
 - am
 - is

Post-Test 2

NAMA :

Direction: choose the right answer by crossing (X) the letter a, b, c, or d

1. Adam : Gibran, this pizza made by my mother is for you
Gibran : I would say this pizza ... the most delicious pizza that I've ever tasted
 - a. am
 - b. is
 - c. are
 - d. it

2. Ana : Vela, today I went to school on foot because my bicycle was broken
Vela : In my opinion, you ... to fix your bicycle so you can ride it again
 - a. needs
 - b. needing
 - c. need
 - d. needs

3. Vera : Do you think that ana will be the winner of the race today ?
Yesy : No, I... think that she will win it
 - a. do
 - b. does
 - c. don't
 - d. does't

4. Dera : What do you think about my room?
Fara : In my honest opinion, it ... indeed quiet small, but I prefer smaller room to the bigger one.
 - a. are
 - b. is
 - c. am
 - d. was

5. Yoga : Do you think that Dian gives you the gift?
Guntur : Yes, I ...
I think that Dian gives me the gift
 - a. Does

- b. Do
 - c. Doesn't
 - d. Don't
6. Vega : What do you think about Dian's strength in playing football?
Siti : I think, he ... with agile
- a. play
 - b. plays
 - c. played
 - d. playing
7. Nina : What do you think about syahrini?
Caca : Syahrini ... the most beautiful celebrity in Indonesia
- a. have
 - b. do
 - c. is
 - d. are
8. Agung : Do you think gadgets or money are more important?
Deni : Gadget ... more important than money
- a. am
 - b. is
 - c. has
 - d. are
9. Dinda : How do you think of the way to be beautiful?
Septi : Skin care and body care ... good ways for people who want to be beautiful
- a. are
 - b. is
 - c. am
 - d. it
10. Siska : In your opinion, which me better, burger or better ?
Sinta : Pizza ... delicious than burger.
- a. are
 - b. am
 - c. to
 - d. is

LEMBAR JAWABAN Pre-test

Name : lutfratun nisa

Kelas : XI IPA 3

40

I. Multiple choice

1	<input checked="" type="checkbox"/>	B	C	D
2	A	B	<input checked="" type="checkbox"/>	D
3	<input checked="" type="checkbox"/>	B	C	D
4	A	<input checked="" type="checkbox"/>	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	<input checked="" type="checkbox"/>	B	C	D
7	A	B	<input checked="" type="checkbox"/>	D
8	A	<input checked="" type="checkbox"/>	C	D
9	A	<input checked="" type="checkbox"/>	C	D
10	A	B	C	<input checked="" type="checkbox"/>

LEMBAR JAWABAN Pre-test

Name : FAJILA DEESMA

Kelas : XII IPA 3

I. Multiple choice

60

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3	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D
4	<input type="checkbox"/>	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input checked="" type="checkbox"/>	D
5	<input checked="" type="checkbox"/>	A	<input type="checkbox"/>	B	<input type="checkbox"/>	C	<input checked="" type="checkbox"/>	D
6	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D
7	<input checked="" type="checkbox"/>	A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input type="checkbox"/>	D
8	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D
9	<input checked="" type="checkbox"/>	A	<input checked="" type="checkbox"/>	B	<input type="checkbox"/>	C	<input type="checkbox"/>	D
10	<input type="checkbox"/>	A	<input type="checkbox"/>	B	<input checked="" type="checkbox"/>	C	<input type="checkbox"/>	D

LEMBAR JAWABAN Prost-test I

Name : FAOULA DHESTHA

Kelas : XI IPA 3

I. Multiple choice

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

60

LEMBAR JAWABAN Prost-test I

Name : Intan...Rohmatul...Jannah

Kelas : XI...IPA.3.....

I. Multiple choice

1	A	B	C	D
2	A	B	C	D
3	A	B	C	D
4	A	B	C	D
5	A	B	C	D
6	A	B	C	D
7	A	B	C	D
8	A	B	C	D
9	A	B	C	D
10	A	B	C	D

70

LEMBAR JAWABAN Post-test II

Name : Wulgiatun Nisa

Kelas XI IPA 3

I. Multiple choice

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2	A	<input checked="" type="checkbox"/>	D	
3	A	<input checked="" type="checkbox"/>	D	
4	<input checked="" type="checkbox"/>	B	C	D
5	A	<input checked="" type="checkbox"/>	C	D
6	A	<input checked="" type="checkbox"/>	C	D
7	A	<input checked="" type="checkbox"/>	C	D
8	A	<input checked="" type="checkbox"/>	C	D
9	<input checked="" type="checkbox"/>	B	C	D
10	<input checked="" type="checkbox"/>	B	C	D

80

LEMBAR JAWABAN Post-test II

Name : Friska Rahmita helmi

Kelas : XI IPA 3




























I. Multiple choice

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5	A	<input checked="" type="checkbox"/>	C	D
6	A	B	<input checked="" type="checkbox"/>	D
7	A	B	<input checked="" type="checkbox"/>	D
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9	<input checked="" type="checkbox"/>	B	C	D
10	A	B	C	<input checked="" type="checkbox"/>

90




























ATTENDANCE LIST PRE-TEST

Class : XI IPA 3
 Date : October, 12th 2021
 Subject : Simple Present Tense

Number	Name	Signature
1	Annisa Yuspita	1. 
2	Assyifa Wahidatul sholehah	2. 
3	Azizatul choiriyah	3. 
4	Dias putri eliandini	4. 
5	Elok mahmudah	5. 
6	Fadhilah desma ernanda	6. 
7	Farikhotun nadiroh	7. 
8	Friska rahmita helmy	8. 
9	Hana sofiani	9. 
10	Herti khoirun nisa	10. 
11	Ifa farida rohmah	11. 
12	Intan nur fadilah	12. 
13	Intan rohmatal jannah	13. 
14	Intana khoirunnisa	14. 
15	Khalimatu sadiyah	15. 
16	Laila apriliani	16. 
17	Lutfiatun nisa	17. 
18	Muflikhatul laila	18. 
19	Nanda rahayu	19. 
20	Nur halimatus sa'diyah	20. 
21	Nurifda gothrunnada sholih	21. 
22	Rahma fadila mernissi	22. 
23	Roihatul jannah	23. 
24	Siti wardatul hamro	24. 
25	Syabina bagus annisya	25. 
26	Tessa dwi rahmayanti	26. 
27	Trisma melani sugara	27. 




























ATTENDANCE LIST POST-TEST I

Class : XI IPA 3
Date : October, 19th 2021
Subject : Simple Present Tense

Number	Name	Signature
1	Annisa Yuspita	1. 
2	Assyifa Wahidatul sholehah	2. 
3	Azizatul choiriyah	3. 
4	Dias putri eliandini	4. 
5	Elok mahmudah	5. 
6	Fadhilah desma ernanda	6. 
7	Farikhotun nadiroh	7. 
8	Friska rahmita helmy	8. 
9	Hana sofiani	9. 
10	Herti khoirun nisa	10. 
11	Ifa farida rohmah	11. 
12	Intan nur fadilah	12. 
13	Intan rohmatul jannah	13. 
14	Intana khoirunnisa	14. 
15	Khalimatu sadijah	15. 
16	Laila apriliani	16. 
17	Lutfiatun nisa	17. 
18	Muflikhatul laila	18. 
19	Nanda rahayu	19. 
20	Nur halimatus sa'diyah	20. 
21	Nurifda qothrunnada sholih	21. 
22	Rahma fadila mernissi	22. 
23	Roihatul jannah	23. 
24	Siti wardatul hamro	24. 
25	Syabina bagus annisya	25. 
26	Tessa dwi rahmayanti	26. 
27	Trisma melani sugara	27. 

ATTENDANCE LIST POST-TEST II

Class : XI IPA 3
 Date : October, 26th 2021
 Subject : Simple Present Tense

Number	Name	Signature
1	Annisa Yuspita	1. 
2	Assyifa Wahidatul sholehah	2. 
3	Azizatul choiriyah	3. 
4	Dias putri eliandini	4. 
5	Elok mahmudah	5. 
6	Fadhilah desma ernanda	6. 
7	Farikhotun nadiroh	7. 
8	Friska rahmita helmy	8. 
9	Hana sofiani	9. 
10	Herti khoirun nisa	10. 
11	Ifa farida rohmah	11. 
12	Intan nur fadilah	12. 
13	Intan rohmatul jannah	13. 
14	Intana khoirunnisa	14. 
15	Khalimatu sadijah	15. 
16	Laila apriliani	16. 
17	Lutfiatun nisa	17. 
18	Muflikhatul laila	18. 
19	Nanda rahayu	19. 
20	Nur halimatus sa'diyah	20. 
21	Nurifda gothrunnada sholih	21. 
22	Rahma fadila mernissi	22. 
23	Roihatul jannah	23. 
24	Siti wardatul hamro	24. 
25	Syabina bagus annisya	25. 
26	Tessa dwi rahmayanti	26. 
27	Trisma melani sugara	27. 

DOCUMENTATATION



Documentation Pre-Test



Documentation Post-Test I



Documentation Post-Test II



**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.iaim@metrouniv.ac.id

Nomor : B-1948/In.28.1/J/TL.00/07/2020
Lampiran : -
Perihal : **IZIN PRA-SURVEY**

Kepada Yth.,
KEPALA MA DARUL AMAL METRO BARAT
di-
Tempat

Assalamu'alaikum Wr. Wb.

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


Nama : **VIVI ULYA PUTRI**
NPM : 1601070057
Semester : 8 (Delapan)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Pendidikan Bahasa Inggris
Judul : **IMPROVING STUDENTS GRAMMAR MASTERY BY USING
GARDEN PATH STRATEGY AMONG AT THE ELEVENTH GRADE
IN MA DARUL AMAL METRO BARAT**

untuk melakukan *pra-survey* di MA DARUL AMAL METRO BARAT.

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

Wassalamu'alaikum Wr. Wb.

Metro, 09 Juli 2020
Ketua Jurusan
Tadris Bahasa Inggris


Ahmad Subhan Roza, M.Pd.
NIP 197506102008011014



YAYASAN DARUL A'MAL LAMPUNG MADRASAH ALIYAH TERAKREDITASI A

Alamat : Jl. Pesantren Mulyojati 16B Kec. Metro Barat Kota Metro - Lampung Kode Pos 34125
Email : madarulamal6b@yahoo.com NPSN: 10646371 NSM: 131218750003

MADRASAH DINIYAH - MADRASAH TSANAWIYAH - MADRASAH ALIYAH - SMK

SURAT KETERANGAN

Nomor: 010 /MADA/SK/VIII/2020

Berdasarkan Surat dari Institut Agama Islam Negeri Metro Nomor: B-1948/In.28.1/J/TL.00/07/2020 tanggal 09 Juli 2020 dengan ini Kepala Madrasah Aliyah Darul A'mal Metro menerangkan bahwa:

Nama : VIVI ULYA PUTRI
NPM : 1601070057
Semester : 8 (Delapan)
Jurusan : Tarbiyah dan Ilmu Keguruan
Program studi : Pendidikan Bahasa Inggris
Judul : " IMPROVING STUDENTS GRAMMAR MATERY BY USING
GARDEN PATH STRATEGY AMONG AT THE ELEVENTH
GRADE IN MA DARUL A'MAL METRO BARAT"

Pada prinsipnya kami tidak keberatan dan mengizinkan pelaksanaan *Pra-Survey* tersebut di Madrasah kami.

Demikian Surat Keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.

Metro, 08 Agustus 2020
Kepala MA Darul A'mal

H. SUTRISNO, M.Pd.I.
NIP. 196704091995031002





**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.iaim@metrouniv.ac.id

Nomor : B-3353/In.28.1/J/TL.00/08/2021
Lampiran : -
Perihal : **SURAT BIMBINGAN SKRIPSI**

Kepada Yth.,
Widhiya Ninsiana (Pembimbing 1)
Linda Septiyana (Pembimbing 2)
di-

Tempat
Assalamu'alaikum Wr. Wb.

Dalam rangka penyelesaian Studi, mohon kiranya Bapak/Ibu bersedia untuk membimbing mahasiswa :

Nama : **VIVI ULYA PUTRI**
NPM : 1601070057
Semester : 11 (Sebelas)
Fakultas : Tarbiyah dan Ilmu Keguruan
Jurusan : Tadris Bahasa Inggris
Judul : **IMPROVING STUDENT'S GRAMMAR MASTERY BY USING GARDEN PATH TECHNIQUE OF THE ELEVENTH GRADERS AT MA DARUL A'MAL WEST METRO**

Dengan ketentuan sebagai berikut :

1. Dosen Pembimbing membimbing mahasiswa sejak penyusunan proposal s/d penulisan skripsi dengan ketentuan sebagai berikut :
 - a. Dosen Pembimbing 1 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV setelah diperiksa oleh pembimbing 2;
 - b. Dosen Pembimbing 2 bertugas mengarahkan judul, outline, alat pengumpul data (APD) dan memeriksa BAB I s/d IV sebelum diperiksa oleh pembimbing 1;
2. Waktu menyelesaikan skripsi maksimal 2 (semester) semester sejak ditetapkan pembimbing skripsi dengan Keputusan Dekan Fakultas;
3. Mahasiswa wajib menggunakan pedoman penulisan karya ilmiah edisi revisi yang telah ditetapkan dengan Keputusan Dekan Fakultas;

Demikian surat ini disampaikan, atas kesediaan Bapak/Ibu diucapkan terima kasih.

Wassalamu'alaikum Wr. Wb.

Metro, 18 Agustus 2021

Ketua Jurusan,



Andianto M.Pd



**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.iaim@metrouniv.ac.id

SURAT TUGAS

Nomor: B-3908/In.28/D.1/TL.01/10/2021

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

Nama : **VIVI ULYA PUTRI**
NPM : 1601070057
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

- Untuk :
1. Mengadakan observasi/survey di MA DARUL A`MAL, guna mengumpulkan data (bahan-bahan) dalam rangka menyelesaikan penulisan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT'S GRAMMAR MASTERY BY USING GARDEN PATH TECHNIQUE OF THE ELEVENTH GRADERS AT MA DARUL A`MAL WEST METRO".
 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 : 01 Oktober 2021

Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003





**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

Nomor : B-3907/In.28/D.1/TL.00/10/2021
Lampiran : -
Perihal : **IZIN RESEARCH**

Kepada Yth.,
KEPALA MA DARUL A`MAL
di-
Tempat

Assalamu'alaikum Wr. Wb.

Sehubungan dengan Surat Tugas Nomor: B-3908/In.28/D.1/TL.01/10/2021, tanggal 01 Oktober 2021 atas nama saudara:

Nama : **VIVI ULYA PUTRI**
NPM : 1601070057
Semester : 11 (Sebelas)
Jurusan : Tadris Bahasa Inggris

Maka dengan ini kami sampaikan kepada saudara bahwa Mahasiswa tersebut di atas akan mengadakan research/survey di MA DARUL A`MAL, dalam rangka menyelesaikan Tugas Akhir/Skripsi mahasiswa yang bersangkutan dengan judul "IMPROVING STUDENT'S GRAMMAR MASTERY BY USING GARDEN PATH TECHNIQUE OF THE ELEVENTH GRADERS AT MA DARUL A`MAL WEST METRO".

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

Wassalamu'alaikum Wr. Wb.

Metro, 01 Oktober 2021
Wakil Dekan Akademik dan
Kelembagaan,



Dr. Yudiyanto S.Si., M.Si.
NIP 19760222 200003 1 003



YAYASAN DARUL A'MAL LAMPUNG MADRASAH ALIYAH TERAKREDITASI A

Alamat : Jl Desantren Mulyojati 16B Kec.Metro Barat Kota Metro - Lampung Kode Pos 34125
Email : madarulamall6b@yahoo.com NPSN: 10648371 NISM: 131218720003

MADRASAH DINIYAH - MADRASAH TSANAWIYAH - MADRASAH ALIYAH - SMK

SURAT KETERANGAN

Nomor: 065/MADA/SK/XI/2021

Berdasarkan Surat dari Institut Agama Islam Negeri (IAIN) Metro Nomor: B-3907/In.28/D.1/TL.00/10/2021 tanggal 01 Oktober 2021 dengan ini Kepala Madrasah Aliyah Darul A'mal Metro menerangkan bahwa:

Nama : VIVI ULYA PUTRI
NPM : 1601070057
Semester : 11 (SEBELAS)
Judul : " IMPROVING STUDENT'S GRAMMAR MASTERY BY
USING GARDEN PATH TECHNIQUE THE ELEVENTH
GRADERS AT MA DARUL A'MAL WEST METRO".

Pada prinsipnya kami tidak keberatan dan mengizinkan pelaksanaan Research tersebut di Madrasah kami.

Demikian Surat Keterangan ini buat untuk dapat dipergunakan sebagaimana mestinya.



Metro, 02 November 2021
Kepala MA Darul A'mal

SUTRISNO, M.Pd.I.
196704091995031002



**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
METRO Telp (0725) 41507; Faks (0725) 47296; Website: digilib.metrouniv.ac.id; pustaka.iaim@metrouniv.ac.id

**SURAT KETERANGAN BEBAS PUSTAKA
Nomor : P-1089/In.28/S/U.1/OT.01/11/2021**

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

Nama : VIVI ULYA PUTRI
NPM : 1601070057
Fakultas / Jurusan : Tarbiyah dan Ilmu Keguruan/ Tadris Bahasa Inggris

Adalah anggota Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung Tahun Akademik 2021 / 2022 dengan nomor anggota 1601070057

Menurut data yang ada pada kami, nama tersebut di atas dinyatakan bebas administrasi Perpustakaan Institut Agama Islam Negeri (IAIN) Metro Lampung.

Demikian Surat Keterangan ini dibuat, agar dapat dipergunakan seperlunya.

Metro, 03 Nopember 2021
Kepala Perpustakaan



As'ad
Dr. As'ad, S. Ag., S. Hum., M.H.
NIP.19750505 200112 1 002



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

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Telp. (0725) 41507 Fax. (0725) 47296 Website: www.metrouniv.ac.id, e-mail: iaim@metrouniv.ac.id

SURAT KETERANGAN BEBAS PUSTAKA

Yang bertanda tangan di bawah ini. Ketua Jurusan Tadris Bahasa Inggris Fakultas Tarbiyah dan Ilmu Keguruan (FTIK) Institut Agama Islam Negeri (IAIN) Metro menerangkan bahwa:

Nama : Vivi Ulya Putri
NPM : 1601070057
Jurusan : Tadris Bahasa Inggris

Telah menyelesaikan administrasi peminjaman buku pada jurusan/prodi Tadris Bahasa Inggris.

Demikian surat keterangan ini di buat untuk digunakan sebagaimana mestinya.



Metro, 1 Januari 2022
Ketua Jurusan TBI

Andianto, M.Pd
NIP. 19871102 201503 1 004



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vivi Ulya Putri
NPM : 1601070057

Jurusan : TBI
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jum'at 11 Desember 2020		✓	Revisi BAB I	
2.	Friday January 29 th 2021		✓	Revisi BAB II	
3.	Friday February 5 th 2021		✓	Revisi BAB III dan BAB II	
4.	Monday 12 April 2021		✓	Acc Seminar proposal	

Mengetahui,
Ketua Jurusan TBI

Andiantp. M.Pd.
NIP. 198711022015031004

Dosen Pembimbing II

Linda Septvana, M.Pd.
NIP. 2016099001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

KARTU KONSULTASI BIMBINGAN PROPOSAL MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vivi Ulya Putri
NPM : 1601070057

Jurusan : TBI
Semester :

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Rabu 14 April 2021	✓		Acknowledgement chapter 1 problem identification problem formulation Dependent variable Subject and object research Bibliography	
2.	Kamis 22 April 2021	✓		Background Variable operational definition of variable	
3.	Rabu 16 Juni 2021	✓		Background problem identification	
4.	Rabu 23 Juni 2021	✓		ACC Seminar proposal	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.

NIP. 198711022015031004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum.

NIP. 197209232000032002



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

Jalan Ki Hajar Dewantara Kampus 15A Inggimulyo Metro Timur Kota Metro Lampung 34111
Telp (0725) 41507, Faksimili (0725) 47296, Website: www.metroiniv.ac.id E-mail: iaimetro@metroiniv.ac.id

KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vivi Ulya Putri
NPM : 1601070057

Jurusan : TBI
Semester : 11

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 27/08/2021		✓	Revisi APD Perihal alokasi waktu, Pahami kembali PTE	
2.	Selasa, 07/09/2021		✓	Revisi pembagian waktu di langkah - langkah pembelajaran.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing II

Linda Septiyana, M.Pd.
NIP. 2016099001



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

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

**KARTU KONSULTASI BIMBINGAN APD MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO**

Nama : Vivi Ulya Putri
NPM : 1601070057

Jurusan : TBI
Semester : 11

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Jumat, 10/9/2021	✓		Revisi materi simple present dan memperbaiki penulisan dalam APD	
2.	Jumat, 24/9/2021	✓		Aa APD	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Widhiya Ninsiana, M.Hum.
NIP. 197209232000032002



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

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vivi Ulya Putri
NPM : 1601070057

Jurusan : TBI
Semester : II

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
1.	Friday/ Dec. 3 th 2021		✓	chapter 4.	Vivi
2.	Friday Monday/ Dec, 13 th 2021		✓	chapter 4-5	Vivi
3.	Tuesday/ Dec. 21 st 2021		✓	Abstract, dedication, Acknowledgement, Bibliography.	Vivi
4.	Monday, Dec 27 th 2021		✓	Ace Munagoryah.	Vivi

Mengetahui
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing II

Linda Septivana, M.Pd.
NIP. 2016099001



KEMENTERIAN AGAMA
INSTITUT AGAMA ISLAM NEGERI METRO
FAKULTAS TARBIYAH DAN ILMU KEGURUAN

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

KARTU KONSULTASI BIMBINGAN SKRIPSI MAHASISWA
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
IAIN METRO

Nama : Vivi Ulya Putri
NPM : 1601070057

Jurusan : TBI
Semester : 11

No	Hari/Tanggal	Pembimbing		Materi yang dikonsultasikan	Tanda Tangan Mahasiswa
		I	II		
	Rabu 12-01-2022	✓		BAB IV - Observing Activities cycle I - Observing Activities cycle II - The results Activities cycle I and cycle II	
	Jumat 14-01-2022	✓		Acc dilanjutkan ke Munasosyah.	

Mengetahui,
Ketua Jurusan TBI

Andianto, M.Pd.
NIP. 198711022015031004

Dosen Pembimbing I

Dr. Widhiya Nensiana, M.Hum.
NIP. 197209232000032002

BIOGRAPHY



The complete name of the researcher is Vivi Ulya Putri. The researcher was born in Agung Batin, June 21th, 1999. The researcher is the first daughter of happy couple namely Dr. Widhiya Ninsiana, M.Hum and Linda Septiyana, M.Pd. Now, she lives in Mulyojati 16 b, West Metro, Metro

The researcher had studied at The Elementary School for 6 years in SDN 01 Agung Batin. Then the researcher continued her studying in Junior High School for 3 years in MTs. Miftahul Ulum Agung Batin. After that the researcher took the Senior High School at MA Darul A`mal Metro for 03 years and finished her studying in 2016. And the last she kept on his school at State Institute of Islamic Studies (IAIN) of Metro in Tarbiyah Faculty, English Education Department in 2017 until now.