TEACHING RELATIVE PRONOUNS THROUGH GAMES

An Experiment of the Second Year Students at SMP Muhammadiyah 2 Tangerang

A Paper

Presented to the Faculty of Tarbiya and Teachers' Training

in a Partial Fulfillment of the Requirements for the Degree of Strata 1 (S1)

By

Siti Komariah

104014000382

ENGLISH EDUCATION DEPARTMENT

FACULTY OF TARBIYA AND TEACHERS' TRAINING

STATE ISLAMIC UNIVERSITY

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Approved by

Advisor,

Drs. Bahrul Hasibuan, M. Ed

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TEACHING RELATIVES PRONOUNS THROUGH GAMES
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CHAPTER I
INTRODUCTION

A. The Background of The Study

The teaching of English as a foreign language is not easy, especially in Indonesia. Indonesia has some unique characteristics of classes, which affect the teaching of English. They are mostly large classes with 30 to 40 students and also are heterogeneous classes with different background and intelligence of the students. In addition, English is not the language of daily communication at schools.

There are some schools that use English as the language of communication in daily activities and have classes with only 15 to 20 students so they find more effective in teaching English. Nevertheless, the schools are so expensive that only a very small number of the Indonesian students can effort to pay.

Such conditions appear in all levels of educational institutions; elementary, secondary junior and secondary senior high schools. The writer is concerning on secondary junior high school – or usually called teenager classes.

Teenager classes have some characteristics as it is stated by Jim Scrivener.

> There are some characteristics of teenagers:
> 1. They are often not sure about themselves and how they feel about things.
> 2. Strong emotions of various kinds may be rising and falling.
> 3. They have changing interests. They got bored easily.
> 4. Activities might be rejected or done without personal investment because the learners feel silly or embarrassed when doing them.
> 5. Motivation may appear to be low, especially if they feel that they have been forced to attend something they do not want to.[1]

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[1] Jim Scrivener, *Learning Teaching,* London, Macmillan Publishers Limited, 2005. p. 252

Teaching English as a second or foreign language in teenager classes becomes a big challenge for the teachers of English to deal with. Many experts have also observed the needs of teenager classes with large numbers of and heterogeneous students. The teachers of English become the main factor of the successful teaching process. They are demanded to master some skills needed to make the effective teaching process.

This is like what John W. Santrock elaborated, "…Teachers must master a variety of perspective and strategies, and be flexible in their application. This requires some key ingredients: subject mater competence, instructional strategies, goal-setting and instructional planning skills, classroom management skills, motivational skills and communication skills."[2]

As teachers of English, it is required to have the knowledge of their subjects. The clarity in explaining the subjects is something crucial for a teacher of English. It is because English is a foreign language, and the problem is that Indonesian students do not acquire foreign language in the way they acquire their mother tongue unless there was exceptional circumstances.[3] Indonesian students just learn English at school in limited hours and they do not have a lot of chance to use English outside the classroom. The teachers' skills to organize and connect the ideas to the language subject items are necessary to make an effective and efficient teaching process.

The management of class also has important role to make the explanation easier to be caught by the students. Nevertheless, the problem is that in Indonesia there is traditional arrangement of desks, 4 columns and 5 or 6 rows of desks. The students in back rows usually do not understand what is being taught because the voice of the teacher is often not clear to be listened and they take other things to be paid attention to, instead. With these conditions, students cannot get what the teachers try to explain clearly.

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[2] John W. Santrock, *Educational Psychology,* New York, McGraw-Hill Higher Education, 2004. p. 8

[3] Christopher Brumfit, *Applied Linguistics and English Language Teaching,* London, Macmillan Publisher, Limited, 1991. p. 47

The most important thing to be considered beyond those things is the students' motivation. Teachers must have good strategies to make the students have self-motivation to learn.[4]

Facing those problems, teachers of English have to make innovations in the way they are teaching English. They have to be creative to make the lessons interesting and catch the students' attention. They can use a greater variety of materials which are suitable with the syllabus, the availability of time, and the instructional objectives.

Although the teaching of English is to gain the four skills of language – Listening, Speaking, Reading and Writing– in the aim of communication, grammar holds an important role in teaching and learning English. This is like what Penny Ur states, "There is no doubt that knowledge – implicit or explicit – of grammatical rules is essential for the mastery of a language."[5]

Many teachers of English think that Indonesian students often find the difficulties in learning grammar, especially for the teenager students. It is because so many rules of grammar of English are different from Indonesian grammar that students often misunderstand. Some of whom apply the grammar of Indonesian into the grammar of English.

The teachers of English have to find strategies that support them in teaching English grammar. With all of the classes and the complexity of teaching and individual variation among the students, effective teaching is not like "one-size-fits all".[6] The qualified teachers of English are required to face those conditions.

For many years, grammar of English has been taught deductively, especially in Indonesia. Having the lesson started with statement of the rules or patterns, giving sample sentences, and giving ample opportunity for the students to

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[4] John W. Santrock, *Educational Psychology...* p. 9

[5] Penny Ur, *Grammar Practice Activities,* Cambridge, Cambridge University Press, 1988. p. 4

[6] John W. Santrock, *Educational Psychology, ….* 2004. p. 8

practice the new pattern is the characteristics of the teaching.[7] Teacher is the central teaching learning process and students act passively. This kind of teaching method has some disadvantages, however, with such characteristics of classes and students. What students get mostly is just about how the grammar items are produced without understanding when they are produced. It is one of the results of the traditional method.

The writer, who has taught English in teenager classes for several times, has observed the way English grammar presented in a large-heterogeneous teenager classes. She thinks one of the best ways to ensure that the students understand the use of English grammar is by using games. Games can make the pleasant atmosphere and enjoyable condition that invite the students to take part in learning activities. Games can make all of the four of language skills and the linguistic aspects activated. Games can also make students more creative and give them a chance to use English. The teaching and learning of English grammar seems to be more alive with games.

The writer is interested in teaching teenager students because they have a great potential which can be developed, as it is stated by Harmer, "…Teenagers, if they are engaged, have a great capacity to learn, a great potential for creativity, and a passionate commitment to things which interest them."[8]

That is why the writer chose **Teaching Relative Pronouns through Games at SMP Muhammadiyah 2 Tangerang** as the title of this paper.

B. The Limitation of The Study

In this study, the writer uses games as the method in teaching Relative Pronouns. The Relative Pronouns that will be experimented are only "who" and "whose". She uses drilling as another method in another class as the controlled

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[7] Edward David Allen and Rebecca M. Valette, *Classroom Techniques: Foreign Languages and English as A Second Language,* New York, Harcout Brace Jovanovich, Inc., p.

[8] Jeremy Harmer, *The Practice of English Language Teaching,* New York, Longman group Limited, 1983. p. 39

method. The experiment is just for the second year students of SMP Muhammadiyah 2 Tangerang.

C. The Formulation of The Problems

Based on the statements above, the writer formulates her problems as follow:

"Is it effective to use games in teaching relative pronouns?"

D. The Objectives of The Study

The objective of the study is to know which one better, teaching Relative Pronouns through games or though drilling is. It is also to know whether the use of games makes any significance different in the students' understanding of Relative Pronouns, especially for the second year students of SMP Muhammadiyah 2 Tangerang.

E. The Significance of The Study

Hopefully, the study can be useful for the teachers of English at the school in teaching grammar, especially Relative Pronouns; *who* and *whose*. The teachers of English can improve their knowledge because the study will give description of the method of using games in teaching Relative Pronouns; *who* and *whose* that they can see whether the method is appropriate to be applied in second year students of SMP Muhammadiyah 2 Tangerang.

The study is also very useful for the next researchers, or any ones, who want to take games as the variable. The results of the test will show how games are influencing the teaching of Relative Pronouns at SMP Muhamadiyah 2 Tangerang. With such information, the other researchers will know the significance of the study.

F. The Method of The Study

In this paper, the writer uses an experiment research. It is that the writer teaches in two different classes –an experiment class and a controlled class– with two different methods to know which one of the methods is better in those classes. The writer uses games as the method in the experiment class and drilling in the controlled class. The writer takes a pre-test to know that the classes have same, or almost same, knowledge background in the research variable and a post test to get the gained scores so that we can know which one of the methods is better in their growth of the knowledge according to the results.

G. The Organization of The Paper

The content of this paper will be organized into four chapters. The first chapter is an introduction. The second chapter is a theoretical framework. The third chapter is a research methodology and finding. Moreover, the last chapter is conclusion and suggestion.

CHAPTER II
THEORETICAL FRAMEWORK

Games

1. The Understanding of Games

Sometimes teaching English grammar can be hard going – for the teacher and the students. It doesn't have to be difficult or painful, however. We, as the teachers of English, can teach English using fun, attractive and communicative games. This way makes the students willing to learn English grammar.

There has been a movement away from the traditional methods of teaching English grammar through writing, rewriting and worksheets to using a more active approach. One of the results of the movement is communicative approach.

It is stated in *Language Learning Strategies* that communicative competence is competence or ability to communicate. It has four dimensions, they are grammatical competence, sociolinguistic competence, discourse competence and strategic competence. Communicative competence concerns both spoken and written language and all of four language skills.[9]

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[9] Rebecca L. Oxford, *Language Learning Strategies,* New York, Heinle & Heinle Publishers, 1990. p. 6

[2] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning,* Cambridge. Cambridge University Press, 1983. p.1

[3] Wolfgang Kramer, *What is A Game.* The article is accessed on October 29th, 2008 from http://www.thegamesjournal.com/articles/WhatIsaGames.html

[4] Abraham B. Hurwitz and Arthur Goddard, *Games to Improve Your Child's English,* New York, Simon and Schuster, 1969. p. 26

In a communicative approach, learners are required to take part in a number of meaningful activities with different tasks. Game is one of them. Games can be used as devices to encourage communicative competence successfully. Games can be used to teach the four language skills.

It is useful to consider one available definition to determine exactly what the meaning of games is. As it is stated in *Games for Language Learning,* " … 'game' to mean an activity which is entertaining and engaging, often challenging, and an activity in which the learners play and usually interact with others."[2]

According to the statement above, it means that any activity that is interesting, sometimes challenging, that can make the students enjoy to play and interact each others can be called a game.

Wolfgang Kramer states in his article that "In the German language, a game is any activity which is executed only for pleasure and without conscious purpose. In this definition every activity that brings pleasure is a game."[3]

The most interesting thing about a game is its play, not its goal. Let the games do the teaching. Do not so much concern about the students' learning and let anxiety change the atmosphere. Though the ultimate goal is educational, the emphasis should always be on play rather than on teaching. Especially in the beginning, the spirit of fun and recreation would prevail if it is to win.[4]

The objectives of games must be clear that the students know what they are expected to do in the activities. Sometimes the teachers use a strategy in playing games to make them more interesting. It is according to *Oxford Learner's Pocket Dictionary,* game is "**5** [C] a secret plan or trick."[5] It means that the teachers can make the games more interesting by tricks. They can also have an ultimate goal as a secret plan that is the grammar item to be acquired by the students, if it is connected to the language teaching activity.

Other explanation comes from James Dean Brown. It is stated that games are defined as one of the activities that is accommodated by materials, as he states,

Material will be defined here as any systematic description of the techniques and exercises to be used in the classroom teaching. Such a definition is broad enough to encompass lesson plans and yet can accommodate books, packets of audiovisual aids, games, or any of the other types of acts that go on in the language classroom.[6]

It means that game is one type of the activities that can be applied in the classroom. We can use variety of materials in playing games. Sometimes games can be played without any visual materials, however. Sing together or just clap our hands are also called games, for the examples.

There are components of a game.

The first is of course the rule or discipline. Discipline is important in a game. According to Andrew Wright in *Games for Language Learning* book, there are some approaches which help discipline;

- Establish a set of agreed general class rules at the beginning of the year.

[5] Martin H. Manser, *Oxford Learner's Pocket Dictionary,* London. Oxford University Press, 1991. p. 171

[6] James Dean Brown, *The Elements of Language Curriculum; A Systematic Approach to Program Development*, Boston, Heinle &Heinle Publishers, 1995. p. 139

- If you need to stop the class, use the technique of raising your hand rather than trying to shout over the hubbub of a game in progress. The raised hand spread peace and the shout raises tensions.
- Make the procedure for playing the game very clear to all the students.
- Be seen to be very fair to everyone.[7]

The second is authentic material, such as magazines and newspapers, or everyday situations in familiar environments such as home, school, friends, shops, and the like.

Teachers should be careful to choose situations that are interesting for the students, since this device helps them remember new words. It is very useful so that teachers can convey the meaning and context in very clear and easy ways.

According to Paul Lindsay in *Teaching English Worldwide*, the use of mimic, sounds, gestures, and facial expression to the exploitation of pictures, photographs, objects (realia), and songs also help the teachers to create contexts in which the language is useful and meaningful.[8]

The third, and the most important, is the feeling of fun and pleasant. Competition against others is not the essential ingredient of games, but challenge often is. In competition, some of the students win and the others lose which sometimes can be destructive for some students. In challenge, everyone feels inspired to 'have a go' and do their best.

Finally, let the writer sums up, games are any kinds of the interesting activities, sometimes challenging, which have rule –even the simple one– and can be done in the classroom and accommodate the lesson that make pleasant atmosphere that students enjoy being involved in and motivated.

[7] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning* …p.10

[8] Paul Lindsay, *Teaching English Worldwide*… from http://tesl-ej.org/ej17/r15.html

That games can make the teaching learning process fun and easy, either for the teacher or the students is for sure.

2. The Function of Games

After knowing what games are, the writer would like to explain the experts' idea about the function of games in teaching learning activities.

Increasing motivation and interest are the ones of the functions of games. As Todd Bryant states in his article that some professors at Dickinson and elsewhere who have used games reported positive experiences of increased students' motivation and interest as major benefits, as well as the opportunity for students to utilize knowledge and research in some kind of practical application.[9]

Games provide motivation for students to learn a foreign language by creating an immediacy of need for communication. Games bring fun to the classroom while reducing the learner's stress and self-consciousness. It is stated in Hurwitz's book, *Games to Improve Your Child's English,* how games make learning fun. Here they are:

    a. The impulse to play games is part of child's nature.
    b. With games it is easy to overcome a child's indifferences or even hostility to the work involved in studying, memorizing, or reviewing. And to transform these negative attitudes into a lifelong live of learning.

c. Games are motivational devices. They give your child incentives to further and continued learning that allows him to proceed on his own and at his own pace, as far as he can go. Then make learning what are generally regarded as "dry" subject, like spelling and grammar, a pleasure. At the same time, the challenge of competition provides the child with an additional stimulus and spurs him to extend his verbal abilities as far as he can.

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[9] Todd Bryant, *From Age of Empires to Zork: Using Games in the Classroom.* The article was accessed on August 12th, 2008 from http://www.academiccommons.org/commons/essay/gamesinclassroom

d. Playing games will make both the teaching and the learning easy and fruitful.
e. Students look forward to playing new games with you, and in later years his memories of you will be associated with the happy times he had in your company.[10]

Teachers can use games to help their students learn grammar and practice more skills of communication immediately. Marianne Celce-Murcia in her book, *Technique and Resource in Teaching Grammar*, states that

… When ESL students are engaged in games or problem solving activities, the use of language is task oriented and has a purpose beyond the production of correct speech, this makes these activities ideal for communicative practice of grammar if, in fact, the activities can structured t focus learners' attention on a few specific forms before the communicative practice.[11]

Specific explanation is given by Hurwirtz and Goddard that games will help students to develop another of specifically linguistic skills, such as:

- to spell
- to define
- to use a dictionary
- to pronounce words correctly
- to express his ideas in coherent sentences and paragraphs
- to use figures of speech and verbal imagery
- to add new words
- to learn the meanings of common roots and the building of words
- to punctuate
- to recognize verbal incongruities and nuances of meaning.[12]

According to Andrew Wright, David Betteridge, and Michael Buckby in *Games for Language Learning*, games function as follows:

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[10] Abraham B. Hurwitz and Arthur Goddard, *Games to …* p. 13-14

[11] Marianne Celce-Murcia, *Techniques and Resources in Teaching Grammar*, New York, Oxford University Press, 1982. p. 132

[12] Abraham B. Hurwitz and Arthur Goddard, *Games to Improve …* p. 16–17

1. Games provide one way of helping the learners to experience the language rather than merely study it.

2. Games involve the emotions, and the meaning of the language is thus more vividly experienced. It is, for this reason, probably better absorbed than learning based on mechanical drills.[13]

The great benefit of integrating games into ESL instruction makes there is no problem to use games in teaching English for all levels.

The beginners will use more of the drill type games to encourage accuracy and help them while they grasp the basics of English. There are also some easy fluency games which the beginners can use. The intermediate students will benefit from nearly all the games in the book and the advanced students will benefit in particular from all the fluency and creative writing activities, and will also find the occasional drill useful to iron out consistent errors or to review tricky grammar.[14]

Sandra J. Savigon has three reasons why games used in teaching foreign language. They are:

The vary structure of games provides an opportunity for learners to practice vocabulary and grammar. Specific language function of the games requires that the students "use rather than merely practice language for real and immediate communicative goals." On the other hands, require constant, meaningful, interaction among the players.

They created relaxes atmosphere. This lowers the anxiety level or "effective filter" that often keeps students from learning. Games accomplish this in two ways. First, games focus the learners' attention on the immediate goal, that is, succeeding at the game itself, rather than in the responsibility of language learning (Stoic, 1982). Second, whether the game is competitive or not, it requires cooperation. This contributes to the development of a sense group that led in turn to a feeling of support and security among the group members. As the result, the learners are less anxious and more open and able to communicate.

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[13] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning,* Cambridge. Cambridge University Press, 1983. p.2

[14] *"EFL / ESL Games and Activities for All Levels"*. The article was accessed on July 10th, 2008 from http://www.teachingenglishgames.com/adults.html.

Games offer strategy for dealing with problems that may arise from code implication. Teacher is to provide communication at a level the learners can understand.[15]

Learning grammar has been considered as a boring subject for a long time and the traditional way of learning grammar has shown to be less than effective.

Games can be used as techniques to transfer information of English in all language skills, instead.

In summary, games are useful and effective tools that can be applied in grammar classes. The use of games is a way to make the lessons more interesting, enjoyable and effective.

3. The Kind of Games

It is explained in *Games for Language Learning* book that there are four types of games. They are class games, individual games, pair-work games, and group-work games.[16] They are of especial value in ensuring that every learner has optimum opportunity for oral practice in using language, going beyond what is possible in class work.

There are so many games can be used in teaching grammar. Therefore, in this paper the writer only uses four kinds of games. They are:

a. Find someone who…

This game can be included class game and group-work game. In the class game, the students just ask to find the one who is being described by the writer. In the group-work game, the students have to get information about

peers. They must find out what they have in common with others. The teacher will give some topics to be explored by the students. The conventional way of doing this game is to use the phrase *Find someone who…*

[15] Sandra J. Savigon and Margie S. Berns, *Initiatives in Communicative Language Teaching II,* New York. Addison-Wesley Publishing Company, 1987. p. 209

[16] Andrew Wright, David Betteridge, and Michael Buckby, *Games for ….* p.3

b. Picture description: Give it name!

In this game, the writer puts a big picture on the whiteboard and gives some descriptions using Relative Pronouns; *who and whose* about the persons in the picture. Then the students are asked to guess which person is being described. The game can also be played in group-work game. Each group has to make a sentence that describes someone in the picture. A group that can guess it correctly will be asked to name the person.

c. Guessing game: Who is it?

In this game, the teacher will give some clues to the students about someone who does a job. They have to guess what the job is after the teacher asks: *Who is it?* The teacher will use the phrases *He is someone who …* and *He is someone whose job is…*

Alternatively, the teacher can formulate the phrases. Examples might be:

He is someone who works in garage. Who is it?

He is someone whose hands hold screwdrivers. Who is it?

He is someone who wears white uniform. Who is it?

He is someone whose duty is to examine patients. Who is it?

The teacher asks all of the students first, and then she asks the students to make a group of four to play the game.

d. Combination Quiz

This is a competition quiz that combines all of the games above. It plays in team. The team is grouped by random. The types of the games are as follows:

- Guessing game: Who is it?
- Make up a sentence
- Performing the job
- Picture description: give it name!

(The form of the games fully can be seen in Appendix)

4. The Principle of Using Games

The role of games in teaching and learning grammar cannot be denied. However, in order to achieve the most from grammar games, it is essential that suitable games are chosen.

To use games in language teaching learning activity effectively and successfully, as the teacher of English, we should think carefully about the selection of games we want to implement at the classroom.

Many experts have made a lot of games in language teaching learning activities, but as the teacher, we can create other games depend on the students' needs.

> One must make an effort to understand, to repeat accurately, to adapt and to use newly understood language in conversation and in written composition. Effort is required at every moment and must be maintained over a long period of time. Games help and encourage many learners to sustain their interest and work.[17]

From the statement above, it is obvious that the first principle in choosing games is it makes students easy to understand what the teacher tries to explain. Besides, it has to entertain and encourage them to sustain their interest and work.

According to Sandra J. Savigon, there are five essential of language games. They are:

> "(1) easy to be prepared; the time and energy required to make the game is realistic, (2) easy to be organized; using the game is easy and/or worth the effort, (3) intrinsic language; language must be used to play the game successfully and the language must be useful in other situation, (4) density of language, and (5) likelihood of interest for the learners."[18]

[17] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning ...* p.2

[18] Sandra J. Savigon and Margie S. Berns, Initiatives in Communicative Language Teaching II,…p. 222

The games also should be an intelligence challenge that provides repeated use of language items as the tool of drilling and practicing. As Marianne Celce-Murcia states, "Well-planned games can teach and reinforce grammar points very successfully if the activities are geared to students' proficiency, age, and experience and are not presented condescendingly."[19]

The games also have to give the same opportunity to all students to play the game to avoid condescension.

- Another explanation of the principles of using games is given by Abraham B. Hurwitz and Arthur Goddard as follows: Having familiar with the game and its possible variations.
- Preparing materials needed
- Naming the game and explaining it slowly and clearly, only as much as it is needed to start playing.
- Keeping the rules brief at first. Other rules can be added as the game progresses after students have mastered its basic pattern.[20]

How big the class is, the number of students, and the time provided at class also must be considered.

How difficult or how ease the game is also need to be considered. It is much explained in *Games to Improve Your Child's English* that if a game is too easy to be challenging or too difficult to encourage the students' effort, the teachers can adjust it to their needs.[21]

A game can be easier by relaxing its rules or by using extremely simple words as examples; and a game can be harder by following the suggestion that the teachers have included in almost every one. Then in adding variations to many of the games, the teachers have to try to carry the   level   of difficulty   a   little   higher   each   time.

[19] Marianne Celce-Murcia, *Techniques And Resources in …* p. 133

[20] Abraham B. Hurwitz and Arthur Goddard, *Games to Improve …* p. 22 – 26

[21] Abraham B. Hurwitz and Arthur Goddard, *Games to Improve …* p. 22

Hence, it is generally advisable to begin by playing the first game in a series before trying any of the variations.

All of the statements above give consideration to the teachers in using games in their activity at class. They can create any kind of new games but they should plan and choose the games as well that the students will not get bored in learning English grammar. It is also advisable to evaluate the games to see that they are good to be used in another time or need some other rules to make them work or they just can not be used again.

H. Relative Pronouns

1. The Understanding of Relative Pronouns

It is necessary to consider some terms of parts of sentences that we will face frequently in this paper. They are clause, independent clause, dependent clause and adjective clause.

According to Betty Scrampfer Azar in her book, *Understanding and Using English Grammar*, it is defined that

A clause is a group of words containing a subject and a verb.

An independent clause is a complete sentence. It contains the main subject and verb of a sentence. (It is also called *a main clause.*)

A dependent clause is not a *complete* sentence. It must be connected to an independent sentence.

An adjective clause is a dependent clause that modifies a noun. It describes, identifies, or gives further information about a noun. (An adjective clause is also called a *relative clause*) [22]

Moreover, it is elaborated in *Oxford Learners' Pocket Dictionary*, pronoun is a word used instead of a noun.[23]

[22] Betty Scrampfer Azar, *Understanding And Using English Grammar,* London. Prentice-Hall, Inc., 1989. p. 238

[23] Martin H. Manser, Oxford Learner's Pocket Dictionary …. p. 330

Accordingly, relative pronoun is a word that is preceding a relative clause. It is an introductory word that has noun antecedent meanings as a person, a thing, a time, a place, or a reason functioning as subject, object of verb, object of preposition, or possessive adjective.[24]

Michael Swan, on the other hand, explains that relative pronouns do two things:

They join clauses together like conjunctions.

They are the subjects or the objects of clauses (except *whose*).[25]

Based on the explanations above, the relative pronouns are words preceding an adjective clause (dependent clause) that function as subject, object, or possessive adjective. They describe, identify, or give further information about a person, a thing, a time, a place, or a reason of the clauses.

Their statuses are just the same as subject pronouns (she, he, and they), object pronouns (his, her, and their), also when, where, and why.

2. The Types of Relative Pronouns

It is explained by Marcella Frank in *Modern English Grammar* book, there are five noun antecedents meaning functioning the relative pronouns. They are:

1. A person; relative pronouns used here are who (whom or whose) and that.
   Illustrative sentences:
   He paid the money to the man ***who*** (or ***that***) **had done the work.** (The introductory word functioning as subject.)
   He paid the man ***whom*** (or ***that***) **he had hired.** (The introductory word functioning as object of verb.)
   He paid the man from ***whom*** **he had borrowed the money.** (The introductory word functioning as object of preposition.)

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[24] Marcella Frank, *Modern English exercises for non-native speaker: Part II, Sentences and Complex Structures,* London. Prentice-Hall, Inc., 1972. p. 47

[25] Michael Swan, *Basic English Usage,* New York. Oxford University Press, 1984. p. 216

This is a girl ***whose*** **picture you saw.** (The introductory word functioning as possessive adjective.)

2. A thing; relative pronouns used here are which and that.
   Illustrative sentences:
   Here is a book **which** (or ***that***) **describe animals.** (The introductory word functioning as subject.)
   The chair **which** (or ***that***) **he broke is being repaired.** (The introductory word functioning as object of verb.)
   She was wearing the coat **for** *which* **she had paid $2,000.** (The introductory word functioning as object of preposition.)

3. A time; relative pronoun used here is when.
   Illustrative sentence:
   This is the year *when* **the Olympic Games are held.**

4. A place; relative pronoun used here is where.
   Illustrative sentences:
   Here is the house *where* **I live.**

5. A reason; relative pronoun used here is why.
   Illustrative sentences:
   Give me one good reason *why* **you did that.**[26]

The Teaching of Relative Pronouns through Games

Teaching Procedure

It is lighted in *Approaches and Methods* book that because games, as one of classroom activities on Communicative approach, can be applied to the teaching of any skill and at any level; the description typical classroom procedures is not feasible.[27]

An important thing about games is that they can make a pleasant atmosphere compared with other class activities. To make a pleasant atmosphere, the teachers can begin with a favorite game, and then, having aroused the students' interest, channel it toward any specific games they have in mind. They might start with a joke, a conundrum, or an amusing story. It is fine to make a form of humor, a tongue twister, and intonation

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[26] Marcella Frank, *Modern English* …. p. 47

[27] Jack C. Richards, *Approaches and Methods in Language Teaching,* New York. Cambridge University Press, 1986. p. 80

play to set the mood of relaxation and gain the students' attention.

After the students feel comfortable with the class, the teacher can play the first game as a warmer by making various questions in which grammatical items are isolated contextually in times. Let them guess the answer without the preceding known of the grammatical items. Give them an opportunity to discovery of generalizations or rules underlying the functional expression or structure.

This should include at least four points; its oral and written forms; its position in the utterance; its formality or informality in the utterance; and in the case of a structure, its grammatical function and meaning.[28]

By asking the students some questions means that they learning Listening and Speaking skills. It is possible to learning Reading and Writing in games too.

The teacher should divide what type of games is suitable to teach and practice a new grammatical item. Then introduce the game effectively

Wright explained the rule of introducing a new game in his book, *Games for Language Teaching.*

The game can be introduced by following ways:

explanation by the teacher to the class
demonstration parts of games by the teacher and one or two
    learners
if it is a group-work game, trial be a group in front of the class
any key language and/or instruction written on the board
first 'try out' of the game, by groups
key language, etc., removed from the board
the game continues [29]

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[28] Jack C. Richards, *Approaches and* …. p. 81

[29] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning,* …. p.4

Advantages of Using Games

Games do possess qualities beneficial to education, as James Paul Gee, professor of reading at the University of Wisconsin, sees games as models for sound pedagogical practice. According to Gee, there are some advantages of using games in learning:

Just in time learning; the player is introduced to rules and
    concepts as needed.
Self-paced learning.
Motivation of players to push the boundaries of their own
    knowledge and skills.
Use of different forms (visual, oral, and text) for redundant
    information. [30]

Some other advantages discussed by Gee is that students will have different experiences depending on how they play the game; they will work at their own pace; and develop a unique understanding of the scenario by

working through different possible outcomes and the factors involved in producing these outcomes, challenging their own logic as they progress.

The use of games in teaching learning activities will support the students to in fact learn:

> to concentrate
> to see relationship and analogies
> to follow direction
> to be accurate
> to form intelligent by problems
> to compare and categorize things, idea, places, people and words.[31]

[30] Todd Bryant, *From Age of Empires to Zork: Using Games in the Classroom.* The article was accessed on August 12th, 2008 from http://www.academiccommons.org/commons/essay/gamesinclassroom

[31] Abraham B. Hurwitz and Arthur Goddard, *Games to Improve …* p. 17

Games are suited to a wide range of classes and abilities. They have been set down under a main heading; developing oral fluency.[32] This is looked at how the students answer the various questions by guessing them and how they, in turn, give the clues to other students to answer the questions.

Based on whole previous statements, it can be summarized that there are some advantages of using games in teaching learning activities, they are:

1. Motivating the students
2. Getting the students focused to the language items the teacher explaining
3. Giving the contextual meaning of the language items explained
4. Giving the students same opportunity to use the language
5. Transferring information of English in all language skills
6. Developing linguistic skills

7. Being tools to the students be active participations that are needed in social live through the collaborative problem solving, research, critical analysis, and diplomatic skills in games

Disadvantages of Using Games

Even games offer some of the advantages but there are also some of the disadvantages of using games in teaching grammar.

One of them is students need to understand a large amount of content in the target language to succeed in the game, and the games themselves offer redundant information in multiple forms. Moreover, connecting game content with a language class curriculum, however, remains difficult. Even when the material seems to be a rough match with

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[32] J.A. Gale, *Group Work in School,* Sydney. McGraw-Hill Book Company, 1974. p. 33

a topic covered in class, students will nevertheless encounter a large amount of unfamiliar vocabulary and grammar. [33]

One kind of games is a competition. Competition may be stimulating for some, but it can also be destructive, making players anxious, with losers categorizing themselves as 'no good' and the winners categorizing themselves as 'very good'. [34]

Another kind of games is group work. In making groups, students usually choose to work with the ones they know well. In this point, the aim to make them work with mixed ability is fail. Almost of the students might not be open to new working relationship. Sometimes, random grouping way is not successful.

For some complicated games, the rules and the organization need some much time to be explained. It will spend much time of the availability of time.

The summary of the whole statements is that there are several disadvantages of using games in teaching learning activities. They are:

- Students had have different experiences about the grammar, so they will work through different possible outcomes
- Students need to understand a large amount of content in the target language to succeed in the game
- Connecting game content with a language class curriculum, however, remains difficult. Even when the material seems to be a rough match with a topic covered in class, students will nevertheless encounter a large amount of unfamiliar vocabulary and grammar.
- The most interesting thing about a game is its play, not its goal and the result is usually an abysmal wreck.

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[33] Todd Bryant, *From Age of Empires to Zork: Using Games in the Classroom.* The article was accessed on August 12th, 2008 from http://www.academiccommons.org/ commons/essay/gamesinclassroom

[34] Andrew Wright, David Betteridge, and Michael Buckby, *Games for Language Learning, ...* p.1–2

- Students won't use English in the group /team games
- Some games are just suitable for the development of oral fluency (Speaking)

The Teaching of Relative Pronouns through Games of Second Year Students at SMP Muhammadiyah 2 Tangerang

Relative Pronouns, or Adjective Pronouns, has the close meaning to Indonesian grammar; *yang*. It is used as a widening of sentence *(perluasan kalimat).* Based on that point, the writer thinks that the students can understand the use of Relative Pronouns through games easily without explains what Relative Pronouns is.

The second year students of SMP Muhammadiyah 2 Tangerang, as the object of the research, were mostly taught English through the traditional method. The writer thinks that it will be interesting for them to learn English in a different

way that is through games. In additional, the students, as a teenager, will be happy to play in games while learning the material.

According to the writer's point of view, *games have a positive influence in teaching Relative Pronouns for the second year students of SMP Muhammadiayh 2 Tangerang*. This research is to find out whether it is right.
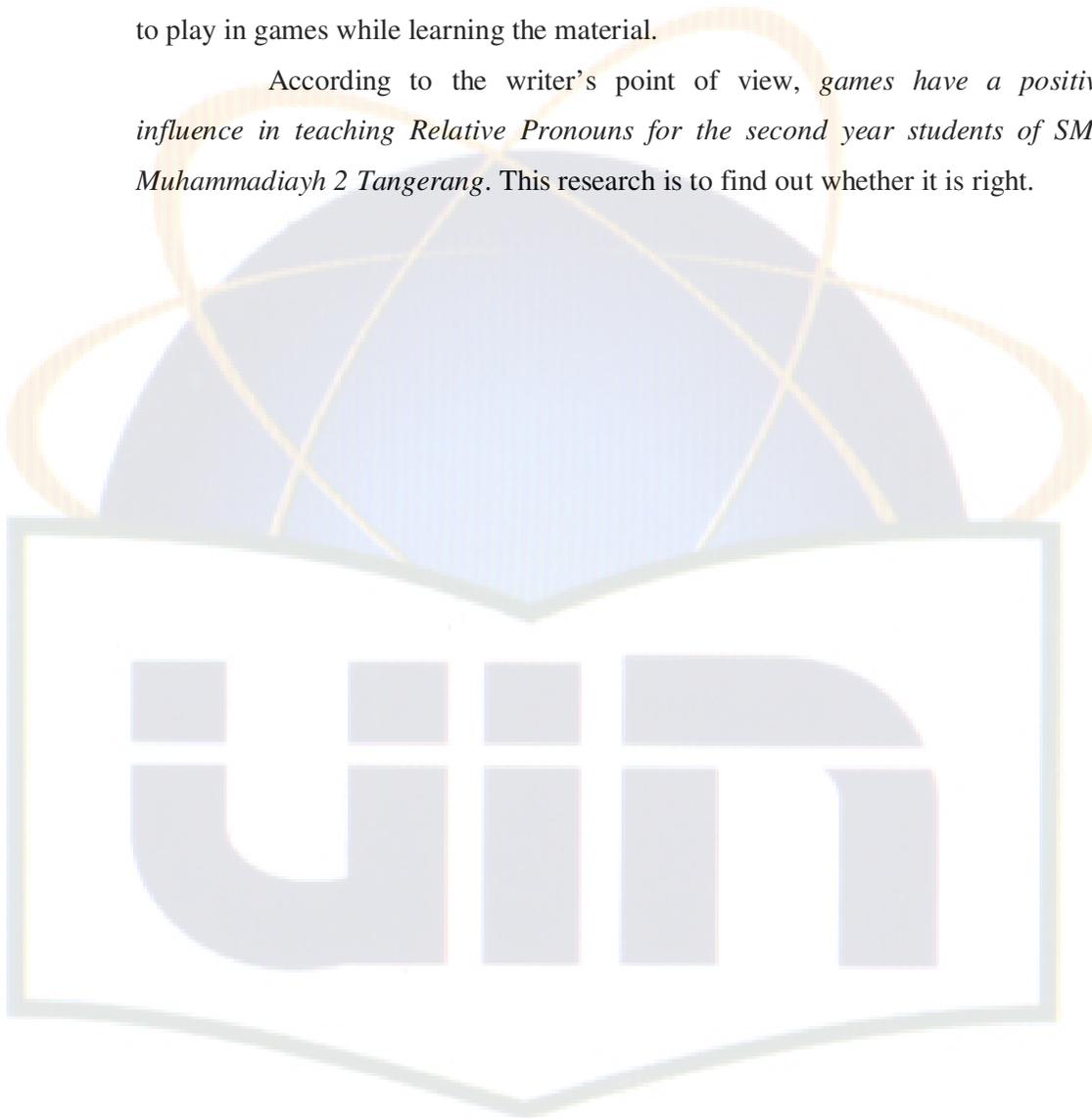
CHAPTER III
THE IMPLEMENTATION OF THE RESEARCH

A. **The Methodology of The Research**

1. **The Place And Time of The Research**

   The research was done in SMP Muhammadiyah 2, Tangerang. The writer did the research on January 12th until January 29th 2009. She made it in ninth times of meeting with the students in both sample class and experiment class. She took the test in the ninth meeting.

2. **The Population And Sample of The Research**

   The population of the research was 98 second year students at SMP Muhammadiyah 2, Tangerang. They were from three classes; VIII.A, VIII.B and VIII.C.

   The experiment was done in two classes; VIII.B and VIII.C. It was according to the explanation of teacher of English there that the students in both classes have same intelligent averages. There were 32 students in each class. The writer took 20 students of them in each class as the sample. She took them alphabetically. The writer only took 20 students according to purposive sampling.

   Accordingly, VIII.B was an experiment class where the writer used games in teaching Relative Pronouns and VIII.C was a controlled class where the writer used drilling activities in teaching Relative Pronouns.

3. **The Objective of The Research**

   Objective of the research was to prove the theory of using games in teaching Relative Pronouns as it was already discussed in chapter two. It was proven by the test results of the experiment class and the controlled class

where she had taught Relative Pronouns. The test result showed which one better in improving the students' knowledge of the variable, teaching Relative Pronouns through games or drilling activities was.

4. **The Instruments of The Research**

The writer used test as an instrument of the research. She took the pre-test first to know that the students in both classes have the same intelligence and have not been taught Relative Pronouns before. The questions type is came on the pre-test and on the post-test. In taking test she used the same type of test in both experiment class and controlled class.

The test consisted of twenty items. They were ten multiple choice items, five fill in the blank items, and five matching items. Multiple choice items score was two, so the total score was twenty. Fill in the blank items score was six, so the total score was thirty. Matching items score was ten, so the total score was fifty. A perfect score –100– could be gotten if the students answered all test items correctly.

The description was as follows.

No	Types of Test	Number of Items	Score	Total Score
1	Multiple choices	10	2	20
2	Fill in the blanks	5	6	30
3	Mathing the statement	5	10	50
			$\sum =$	100

5. **The Method of The Research**

Method that was used in the research was experiment where the writer used different methods in different classes; experiment class (VIII.B) and controlled class (VIII.C), to know which one of the methods was better in those classes after she had treated the students in each class for eight times of meeting.

In experiment class, she taught Relative Pronouns through different games each time. In controlled class, she taught Relative Pronouns through

drilling each time. The drilling types were repetition, completion, and integration.

She used a quantitative approach to get an objective data by test. The test was given in the first and last meeting with the same test type. Then she took the gained scores to know the results after she analyzed them.

She used a book of Anas Sudijono, *Pengantar Statistik Pendidikan,* as the reference in analyzing the data.

6. The Procedure of The Teaching

Procedure of the teaching Relative Pronouns in each class was that in the first to fourth meetings the writer gave some treatments to get the students understood the use of *"who"*. Then in the fifth to eight meeting the writer gave some treatments to get the students understood the use of *"whose"*. Finally, she gave a test in the ninth meeting in both classes.

The writer used different techniques in attracting the students' interest in the beginning of the class in both classes.

a. The Experiment Class (VIII.B)

In each meeting, the writer made a motivating activity.

In the first meeting, the class was begun by clapping hands game to motivate the class. After she demonstrated the use of *who* by asking a student to stand in front of the class, the game *"Find someone who…"* was started. She used contextual game that *someone* in the game was one of the students in the class. The game was played for all students. After several times in playing the game, she gave a time to let the students understood the use of *"who"* in the game. Then she began the game with some variations. The game continued with a competition game among groups.

In the second meeting, the class was begun by "Boss says" game to motivate the class. The writer gave a short story to the students then asked some questions about the characters using Relative Pronoun; *who.* The writer still played the game *"Find someone who…"*.

In the third meeting, the class was begun by singing a jingle together as a motivating activity. The writer gave some questions about some artists in Indonesia using Relative Pronoun; *who.* Then she put a big picture on whiteboard and asked the students to describe what activities were done by the people on the picture. Next, she put another picture and played *"Give it name!"* game. It was group game.

In the fourth meeting, the class was begun by crazy writing game to motivate the class. This time, the writer asked the students to mention the kind of occupations they knew as many as possible and wrote them on the whiteboard. Then she played "Guessing game: Who is it?" according to the lists on the whiteboard. She gave clues and asked for all students first to guess. Then the game was played in group of four.

The fifth to eighth meeting, the writer used the same kind of motivating games to start the class and the same kind of media to help the treatments.

In the fifth meeting, the writer asked a student to stand in front the classroom and made some descriptions of he/ she using Relative Pronoun; *whose.* Then the writer played the game "Find someone whose" for all students. The game continued to be played in group of four.

In the sixth meeting, the writer made some questions using relative pronoun *whose* to know how many students who have similar things, like hobbies, idol, etc. the writer made groups according to the similarities. Then the writer put a big picture on the whiteboard. The students had to make sentence about what the difference between the persons on the picture were. Next, the students played "Who is it?" game in the group.

In the seventh meeting, the writer made a big table on the whiteboard to play "Ular Tangga" game. The class was divided into four big groups according to the rows. They had to guess the occupation correctly to move forward.

In the eighth meeting, the writer played combination games. This belonged to a competition game. The games were divided into four games, they are: Guessing game: Who is it; Make up a sentence; Performing the job; and Picture description: give it name!

The writer gave a test in each time of meeting to know that the students had understood the lesson of the day.

The rules of each game were completely described on the appendixes.

b. The Controlled Class (VIII.C)

Actually, what the writer did in both classes was same; the differences were that she used drilling activities, instead. The kind of motivating games, the media and the test in each time of meeting were same. The differences were in the main activities.

In the first meeting, she demonstrated the use of *who* by asking a student to stand in front of the class the class by making some sentences and wrote them on the whiteboard. Then she asked all of the students to repeat after her. The repetition continued to each row. She called a name of the student to repeat it to check the spelling.

In the second meeting, the writer asked the students to repeat what she said about the description of the story that was given. The writer also asked the students to join some two statements became a good sentence using Relative Pronoun; *who*.

In the fifth to the seventh meeting, the writer did the same type of teaching procedures. The difference was only that the writer used Relative Pronoun *whose*.

In the eighth meeting, the writer did three types of drilling that were discussed above. They were repetition, completion, and integration. The writer did completion and integration to know that the students fully understood about the difference between Relative Pronouns *who* and *whose*.

The writer gave a test in each time of meeting to know that the students had understood the lesson of the day.

The description of each types of drilling activities was completely described on the appendixes.

7. The Technique of Analyzing of Data

Data analysis was to know the results of both the experiment class and the controlled class and to know the differences of both classes.

To find out the differences of scores between the students who have been taught Relative Pronouns through games and those who have been taught through drilling, the writer used *t-test* formula that was based on Anas Sudijono's book, *Pengantar Statistik Pendidikan*;

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

The procedures of calculation were as follows.

a. Determining Mean of Variable X, with formula:

$$M_1 = \frac{\sum X}{N_1}$$

b. Determining Mean of Variable Y, with formula:

$$M_2 = \frac{\sum Y}{N_2}$$

c. Determining Standard of Deviation Score of Variable X, with formula:

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}}$$

d. Determining Standard of Deviation Score of Variable Y, with formula:

$$SD_2 = \sqrt{\frac{\sum y^2}{N_2}}$$

e. Determining Standard Error of Mean of Variable X, with formula:

$$SE_{M1} = \sqrt{\frac{SD_1}{N_1 - 1}}$$

f. Determining Standard Error of Mean of Variable Y, with formula:

$$SE_{M2} = \sqrt{\frac{SD_2}{N_2 - 1}}$$

g. Determining Standard Error of Difference of Mean of Variable X and Variable Y, with formula:

$$SE_{M1-M2} = \sqrt{SE_{M1}^2 + SE_{M2}^2}$$

h. Determining t_o with formula:

$$t_o = \frac{M_1 - M_2}{SE_{M1-M2}}$$

i. Determining t-table in significance level 5% and 1% with Degree of Freedom (df):

$$df = (N1 + N2) - 2$$

Variable X : the teaching activities through games
Variable Y : the teaching activities through drilling

8. The Hypotheses

The statistic hypothesis stated:

1. Null Hypothesis (Ho) : There is no significant value of students' achievement due to the teaching Relative Pronouns though games and though drilling for the second year students of SMP Muhammadiyah 2, Tangerang.

2. Alternative Hypothesis (Ha) : There is significant value of students' achievement due to the teaching Relative Pronouns though games and though drilling for the second year students of SMP Muhammadiyah 2, Tangerang.

B. The Findings of The Research
1. The Description of The Data

The writer made tables of the differences of the score of pre-test and post-test of both classes to get the gained scores before doing the further calculation.

Table 1

Students' Scores of Experiment Class (VIII.B)

Students (N1)	Pre-Test	Post-Test	Gained Scores
1	34	40	4
2	30	32	2
3	34	50	16
4	26	66	40
5	22	34	12
6	34	52	18
7	12	42	20
8	44	56	12
9	12	58	46
10	26	30	4
11	20	40	20
12	58	78	20
13	62	74	12
14	40	48	8
15	34	40	6
16	40	50	10
17	24	34	10
18	30	58	28
19	36	54	18
20	30	62	32
		$\sum =$	**338**

Interval of pre-test and post-test of the students in Experiment class is as follows.

Table 1.1

Interval of Pre-Test of the students
of the Experiment Class

No.	Interval Scores	Number of students
1	91 --100	0
2	81 -- 90	0
3	71 -- 80	2
4	61 -- 70	2
5	51 -- 60	5
6	41 -- 50	4

7	31 -- 40	6
8	21 -- 30	1
9	11 -- 20	0
10	1 -- 10	0
		20

Table 1.2
Interval of Post-Test of the students
of the Experiment Class

No.	Interval Scores	Number of students
1	91 --100	0
2	81 -- 90	0
3	71 -- 80	0
4	61 -- 70	1
5	51 -- 60	1
6	41 -- 50	1
7	31 -- 40	7
8	21 -- 30	7
9	11 -- 20	3
10	1 -- 10	0
		20

Table 2
Students' Scores of Controlled Class (VIII.C)

Students (N2)	Pre-Test	Post-Test	Gained Scores
1	36	52	12
2	22	30	8
3	20	36	16
4	22	44	22
5	52	68	16
6	44	52	12
7	44	48	4
8	50	56	6
9	32	56	14
10	64	66	2
11	38	50	12

	12	22	32	10	

Table 2.1

Interval of Pre-Test of the students

of the Controlled Class

No.	Interval Scores	Number of students
1	91 --100	0
2	81 -- 90	0
3	71 -- 80	0
4	61 -- 70	2
5	51 -- 60	2
6	41 -- 50	3
7	31 -- 40	8

13	38	56	18
14	34	66	32
15	14	42	28
16	40	66	26
17	52	58	6
18	62	64	2
19	32	46	14
20	32	60	28
		$\sum$ **=**	**288**

Interval of pre-test and post-test of the students in Controlled class is as follows.

8	21 -- 30	3
9	11 -- 20	2
10	1 -- 10	0
		20

Table 2.1
Interval of Post-Test of the students
of the Controlled Class

No.	Interval Scores	Number of students
1	91 --100	0
2	81 -- 90	0
3	71 -- 80	0
4	61 -- 70	5
5	51 -- 60	7
6	41 -- 50	5
7	31 -- 40	2
8	21 -- 30	1
9	11 -- 20	0
10	1 -- 10	0
		20

2. The Analysis of The Data

In analyzing the data from the result of pre-test and post-test, the writer used statistic calculation of the *t-test* formula with degree of significance 5% and 1% as follows.

Table 3
The Result of The Calculation of The Test
Both Experiment Class and Controlled Class

No.	X	Y	x	y	x2	y2
1	4	12	-12.9	-2.4	166.41	5.76
2	2	8	-14.9	-6.4	222.01	15.36
3	16	16	-0.9	1.6	0.81	2.56
4	40	22	23.1	7.6	533.61	57.76
5	12	16	-4.9	1.6	24.01	2.56
6	18	12	1.1	-2.4	1.21	5.76
7	20	4	3.1	-10.4	9.61	108.16
8	12	6	-4.9	-8.4	24.01	70.56
9	46	14	29.1	-0.4	846.81	0.16
10	4	2	-12.9	-12.4	166.41	153.76
11	20	12	3.1	-2.4	9.61	5.76
12	20	10	3.1	-4.4	9.61	19.36
13	12	18	-4.9	3.6	24.01	12.96
14	8	32	-8.9	17.6	79.21	309.76
15	6	28	-10.9	13.6	118.81	184.96
16	10	26	-6.9	11.6	47.61	134.56
17	10	6	-6.9	-8.4	47.61	70.56
18	28	2	11.1	-12.4	123.21	153.76
19	18	14	1.1	-0.4	1.21	0.16
20	32	28	15.1	13.6	228.01	184.96
$\sum =$	338	288	0	0	2683.8	1499.2

a. Determining Mean I (M_1) with formula;

$$M_1 \quad = \quad \frac{\sum X}{N_1}$$

$$= \quad \frac{338}{20}$$

$$= \quad 16,9$$

b. Determining Mean II (M_2) with formula;

$$M_2 = \frac{\sum Y}{N_2}$$

$$= \frac{288}{20}$$

$$= 14.4$$

c. Determining Standard Deviation of Variable Y (SD_1) with formula;

$$SD_1 = \sqrt{\frac{\sum x^2}{N_1}}$$

$$= \sqrt{\frac{2683.8}{20}}$$

$$= 11{,}58$$

d. Determining Standard Deviation of Variable Y (SD_2) with formula;

$$SD_2 = \sqrt{\frac{\sum y^2}{N_2}}$$

$$= \sqrt{\frac{1499.2}{20}}$$

$$= 8.66$$

e. Determining Standard Error Mean of Variable X (SEM_1) with formula;

$$SE_{M1} = \sqrt{\frac{SD_1}{N_1 - 1}}$$

$$= \sqrt{\frac{11{,}58}{19}}$$

$$= 0{,}78$$

f. Determining Standard Error Mean of Variable Y (SEM_2) with formula;

$$SE_{M2} = \sqrt{\frac{SD_2}{N - 1}}$$

$$= \sqrt{\frac{8.66}{19}}$$

$$= 0.67$$

g. Determining Standard Error Mean Differences of Variable X and Y (SE_{M1-M2}) with formula;

$$\text{SE}_{M1-M2} = \sqrt{\text{SE}_{M1}{}^2 + \text{SE}_{M2}{}^2}$$
$$= \sqrt{0,78^2 + 0,67^2}$$
$$= \sqrt{0.61 + 0,45}$$
$$\text{SE}_{M1-M2} = 1,03$$

h. Determining t_o with formula;

$$t_o = \frac{M_1 - M_2}{\text{SE}_{M1-M2}}$$

$$t_o = \frac{16,9 - 14,4}{1,03}$$

$$= 2,43$$

i. Determining $t_{\text{-table}}$ in significance level 5% and 1% with df;

$$\text{Df} = (N_1 + N_2) - 2$$
$$= (20 + 20) - 2$$
$$= 38$$

The writer gained t-table;

Degree of significance 5%   = 2,02

Degree of significance 1%   = 2,71

j. The comparison between t_0 and t-table:

$$t_o = 2,02 > 2,43 < 2,71$$

From the calculation above, it was obvious that the score in the experiment class is higher than in controlled class. The writer also got the result of the comparison between t_0 and t-table;

Degree of significance 5% : $t_0 > t_t = 2,02 > 2,43$

Degree of significance 1% : $t_0 < t_t = 2,71 < 2,43$

3. **The Testing of The Hypotheses**

To prove the hypothesis, the data that was obtained from the experiment class and the controlled class were calculated by using *t-test* formula with the assumption as follows:

1. If $t_o > t_t$: The alternative hypothesis (Ha) is accepted and the null hypothesis (Ho) is rejected. It means there is significant difference between the result after teaching Relative Pronouns though games and teaching Relative Pronouns though drilling for the second year students of SMP Muhammadiyah 2 Tangerang

2. If $t_o < t_t$: The alternative hypothesis (Ha) is rejected and the null hypothesis (Ho) is accepted. It means there is no significant difference between the result after teaching Relative Pronouns though games and teaching Relative Pronouns though drilling for the second year students of SMP Muhammadiyah 2 Tangerang.

From the result of statistic calculation, it was obtained the value of t_o was 2,43 and the degree of freedom (df) was 38. In this research, the writer used the degree of significance 5% and 1%. It can be seen on the df 38 and the degree of significance 5% = 2,02 and 1% = 2,71.

By comparing the value of t_o = 2,43 and t-table on the degree of significance 5% and 1% = 2,02 and 2,71, the writer made a conclusion of the hypothesis that t_o was higher than t-table, namely 2,02 > 2,43 < 2,71. It meant that the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected, so that the teaching Relative Pronouns through games was more effective than through drilling of the second year students of SMP Muhammadiyah 2 Tangerang.

4. **The Interpretation of The Data**

Based on the analysis of the result above, it can be observed that the scores of students who have been taught Relative Pronouns through games are higher than those who have been taught through drilling. It means the teaching of Relative Pronouns through games is more effective than through drilling.

The writer summed up that the teaching of Relative Pronouns through games had positive influence for the second year students of SMP Muhammadiyah 2 Tangerang.

It meant that the writer's pre-assumption was proven; the teaching of Relative Pronouns (*who* and *whose*) through games for the second year students of SMP Muhammadiyah 2 Tangerang was more effective than through drilling. Since, the alternative hypothesis (Ha) was accepted and the null hypothesis (Ho) was rejected.
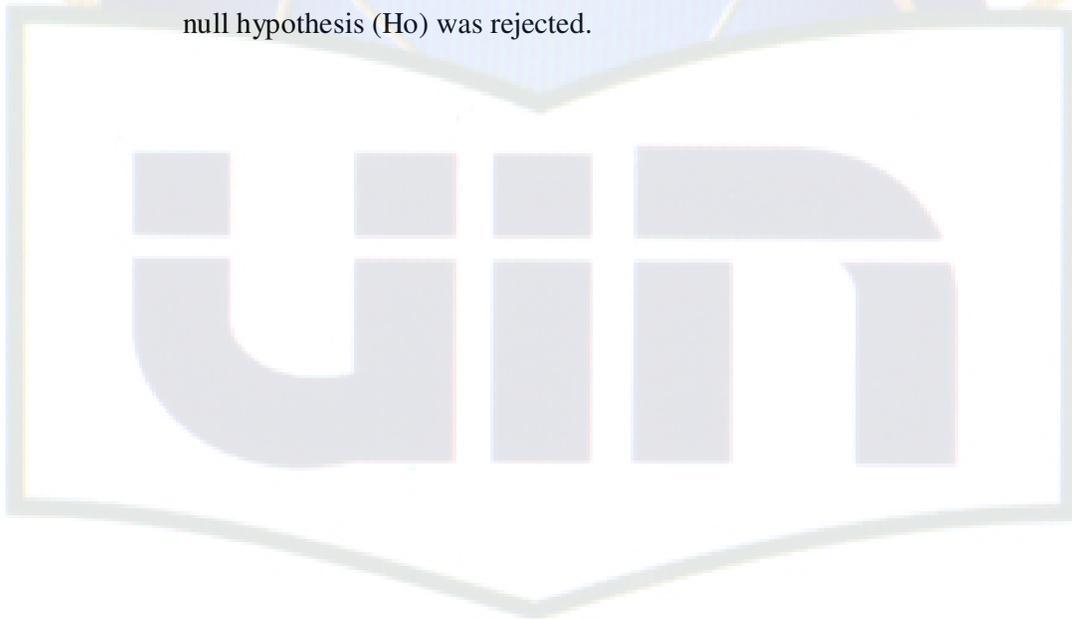
CHAPTER IV

CONCLUSIONS AND SUGGESTIONS

Conclusions

In this chapter the writer would like to conclude about what have been discussed in the previous chapters. According to the differences between the average scores of pre-test and post-test in both classes, we can know that the students of both classes have never been taught Relative Pronouns. That they got higher scores on the post-test was the fact. After the writer did the treatments, they improved their knowledge of the use of Relative Pronouns.

Based on the data that has been described from the experiment research of the second year students at SMP Muhammadiyah2, Tangerang, the writer found that the students who were taught Relative Pronouns through games get higher scores than those who were taught through drilling. Therefore, the use of games in teaching Relative Pronouns at SMP Muhammadiyah 2, Tangerang has positive influence to the students' understanding.

Suggestion

The writer would like to give some suggestion that might be useful, especially for the teachers of English at SMP Muhammadiyah 2, Tangerang. The suggestions are as follows;

The teachers of English have to be able to determine what kind of methods best to do in the classroom are before the teaching-learning activity is started.

The teachers of English have to be able to motivate the students so that they are interested in learning English, especially in grammar.

The teachers of English can use games as one of the activity in the classroom as the alternative teaching procedure.

The teachers of English would be better making some creative media in teaching-learning activity so that the students can get clear description to figure out what language item being taught is contextually.

The atmosphere of conduciveness in the classroom is influencing the process of teaching-learning activity. Therefore, it is better to consider the effectiveness of the class.
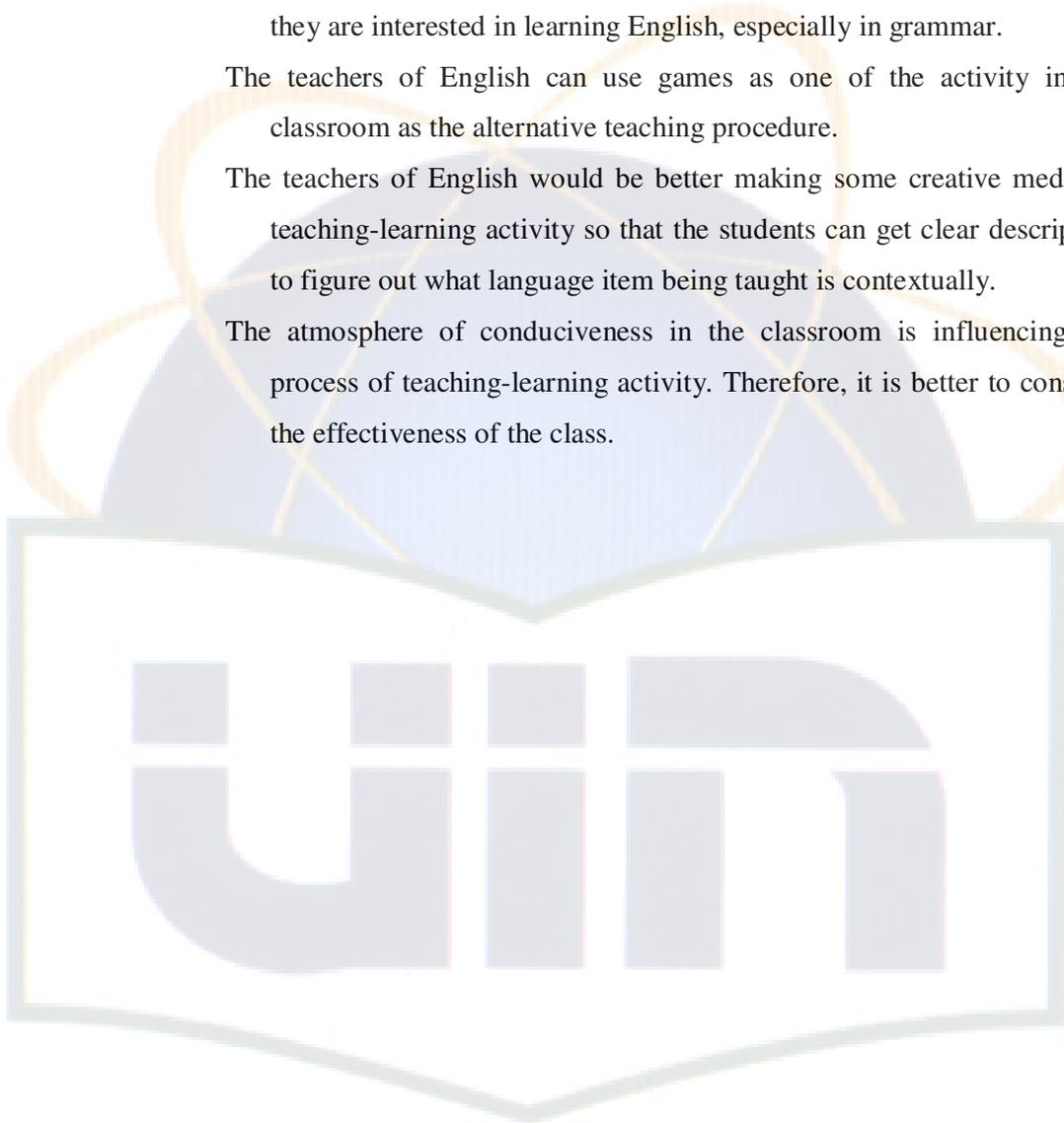
LESSON PLAN 1
(Experiment Class)

Subject   : English
Sub-subject   : Relative Pronouns
                            who
Method   : Communicative Approach
                            Games
Class   : VIII.$_1$
Time allocation   : 2 x 40'

A. General Instructional Objective

The general instructional objective of the teaching Relative Pronouns is that students can understand the use of *who,* as one of Relative Pronouns that is taught by the writer in the first meeting.

B. Specific Instructional Objectives

The specific instructional objectives of the teaching Relative Pronouns are as follows:

1. The students can answer some contextual questions that use *who* in the sentences.
2. The students can involve in the game actively.
3. The students can use the relative pronoun *who* both written and spoken.
4. The students can make a conclusion about how and when to use *who* as the Relative Pronoun.

C. Materials

1. Black marker
2. Blue marker

D. Teaching Procedure

1. Opening
    a. Greeting
    b. Checking the attendance report
    c. Motivating the students by clapping hands game.
       The rule is as follows;
       - The writer will ask the students to clap their hands after she orders them to.
       - The students have to clap their hands as many as the writer asks.

2. Main activities
    a. The writer asks a student to stand in front the classroom.
    b. The writer makes some sentences to describe the student using relative pronoun "who". The sentences can be as follows;
       - She is the one who wears nice earrings.
       - She is the one who brings a big bag.
       - She is the one who wears black shoes.
       - She is the one who ties her hair.
       - She is the one who sits in the middle row.
       - She is the one who has beautiful eyes.
       - Etc.
    c. The writer lets the students to think themselves what the function of relative pronoun "who".
    d. The writer plays the game "Find someone who………" for all the students. She plays it contextually. For the examples:
       - Find someone who has many pencils!
       - Find someone who sits in the back right corner!
       - Find someone who wears glasses!
       - Etc.

e. The writer asks the students to find friends who have same things as theirs. She still uses the game "Find someone who……" with some variations. For the examples:

- Find two other friends who have the same hobbies as you!
- Find three other friends who have the same address as you!
- Etc.

f. The students play the game in group of four or six. This is a competition game. The rules are as follows:

- They have to know about the members in their own groups and write the information on a piece of paper.
- Then each group has to send one member as a representative to another group to gain information about the members as much as possible.
- They have 5 minutes to do that.
- After they get the information, they are asked to come in front the classroom. Their own group will ask them about the group in where they are asked to get the information.
- They have 5 minutes to answer the questions. The number of questions is not mentioned, so they can make as many questions as possible.
- If the answer is right they will get score 100 point.

3. Closure

In the closure section, the writer asks the students about the conclusion of the teaching learning activities they have already done. Then she asks the students to answer some question as the test of the day.

E. Application Program

1. Opening   : 10 minutes
2. Main activities   : 60 minutes
3. Closure   : 10 minutes

LESSON PLAN 2
(Experiment Class)

Subject   : English
Sub-subject   : Relative Pronouns
                   who
Method   : Communicative Approach
                   Games
Class   : VIII.$_1$
Time allocation : 2 x 40'

F. General Instructional Objective

The general instructional objective of the teaching Relative Pronouns is that students can understand the use of *who,* as one of Relative Pronouns that is taught by the writer in the second meeting.

G. Specific Instructional Objectives

The specific instructional objectives of the teaching Relative Pronouns are as follows:

1. The students can answer some contextual questions that use *who* in the sentences.
2. The students can involve in the game actively.
3. The students can use the relative pronoun *who* both written and spoken.
4. The students can make a conclusion about how and when to use *who* as the Relative Pronoun.

H. Materials

1. Black marker
2. Blue marker
3. Short story

I. Teaching Procedure

1. Opening

   a. Greeting

   b. Checking the attendance report

   c. Motivating the students by giving a warm-up game. It is called "Boss says……" The rules are as follows:

   - The writer says "The boss says: Touch your forehead!"
   - The writer touches her chin to confuse the students.
   - What the writer asks and what the writer does are different to confuse the students.

2. Main activities

   a. The writer gives the students a short story.

   The story is as follows;

   Penguin in the Park

   Once, a man –called Andrew– was walking in a park when he came across a penguin. He took it to a policeman and said, "I have found this penguin. What should I do?" The policeman replied, "Take it to the zoo."

   Because it was an evening, he took it to his house. When he arrived at home, he told what has happened to his wife, Ana. "I am going to take the penguin to the zoo tomorrow," he said. She replied," You should take him to the circus. It will be happy to see his friends there."

   The next day, the policeman saw the same man in the same park. Since he was still carrying the penguin with him, the policeman was rather surprised and walked to the man and asked, "Why are you still carrying the penguin? Didn't you take it to the zoo?"

   "I certainly did. I even took him to the circus and watched his friends' show," replied the man.

   ---

   b. The writer asks some questions about the characters in the story using relative pronoun "who".

   - The one who found a penguin was ……

- The one who gave him an advice to take it to the zoo was ……
- The one who gave him an advice to take him to the circus was ……
- The one who met him in the same park in the next day was……
- The one who take the penguin to the zoo was……
- The one who told that the penguin would be happy if it was his friends was……

c. The writer asks a student to stand in front of the class. She makes some sentences using the relative pronoun "who" to describe the student, for the example:
   - She is someone *who* wears glasses.
   - She is someone *who* has beautiful hair.
   - She is someone *who* sits in the first row.
   - She is someone *who* likes ice cream.
   - Etc.

d. The writer gives some other sentences and asks the students to guess who it is.

e. The writer plays the game *"find someone who…"* The game is for all the students. The writer starts the sentences with *"find someone who…"*, for examples:
   - W   : Find someone *who* wears glasses!
   - S   : It is Feby.
   - W   : Find someone *who* has mole in the right cheek!
   - S   : It is Fany.

f. The writer still does the game with some more variation clues.
   - W   : Find someone *who* ties her hair and sits in the back row!
   - S   : It is Shella.

g. The writer gives a time to let the students understand the use of *"who"* in the game.

h. The students are asked to play the game in a group of four and try to give clues to other groups about someone in the classroom and at school.

3. Closure

In the closure section, the writer asks the students what is the conclusion of the teaching learning activities they have already done. Then she asks the students to answer some question as the test of the day.

J. Application Program
1. Opening   : 10 minutes
2. Main activities   : 60 minutes
3. Closure   : 10 minutes

LESSON PLAN 3
(Experiment Class)

Subject	: English
Sub-subject	: Relative Pronouns
	who
Method	: Communicative Approach
	Games
Class	: VIII.$_1$
Time allocation	: 2 x 40'

K. General Instructional Objective

The general instructional objective of the teaching Relative Pronouns is that students can understand the use of *who,* as one of Relative Pronouns that is taught by the writer in the third meeting.

L. Specific Instructional Objectives

The specific instructional objectives of the teaching Relative Pronouns are as follows:

1. The students can answer some contextual questions that use *who* in the sentences.
2. The students can involve in the game actively.
3. The students can use the relative pronoun *who* both written and spoken.
4. The students can describe the picture using relative pronoun *who* correctly.
5. The students can make a conclusion about how and when to use *who* as the Relative Pronoun.

M. Materials

1. Black marker
2. Blue marker
3. Big pictures
4. Name cards

N. Teaching Procedure

1. Opening

   a. Greeting

   b. Checking the attendance report

   c. Motivating the students by singing a jingle together.

2. Main activities

   a. The writer makes some questions using relative pronoun *who* about someone in the classroom

   b. The writer makes some questions using relative pronoun *who* about some artists in Indonesia.

   c. The writer puts a big picture on the whiteboard and asks the students to look at it.
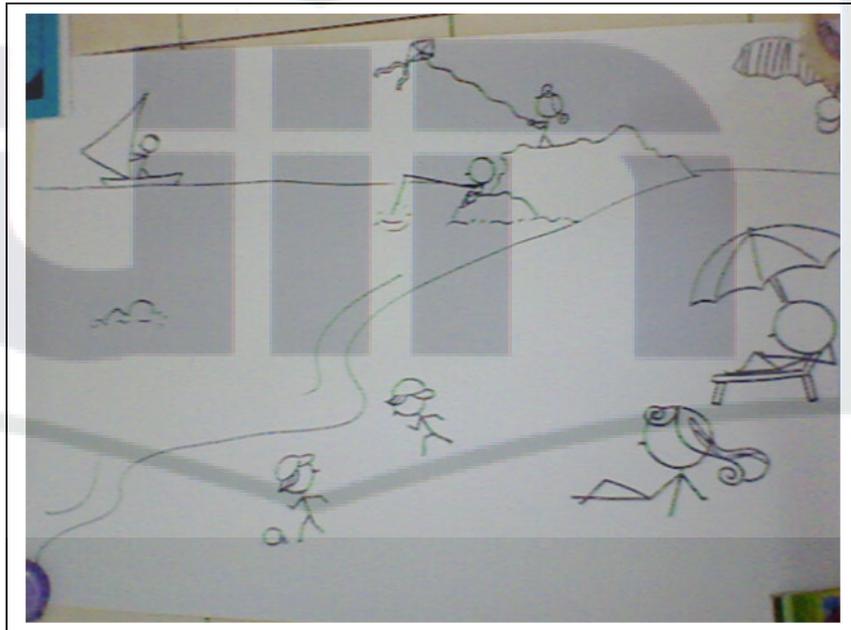
   d. The writer asks how many persons there are in the picture.

   e. The writer describes three persons in the picture as examples.

   - There are eight persons in the picture.

   - David is someone who sits in the relax chair under a big umbrella.

   - Tommy is someone who runs with his ball. He is the one who wears black hat.

-   Erric is someone who sails on the sea.

f. The writer asks the students to make other sentences describing the picture.

g. The writer gives another picture.
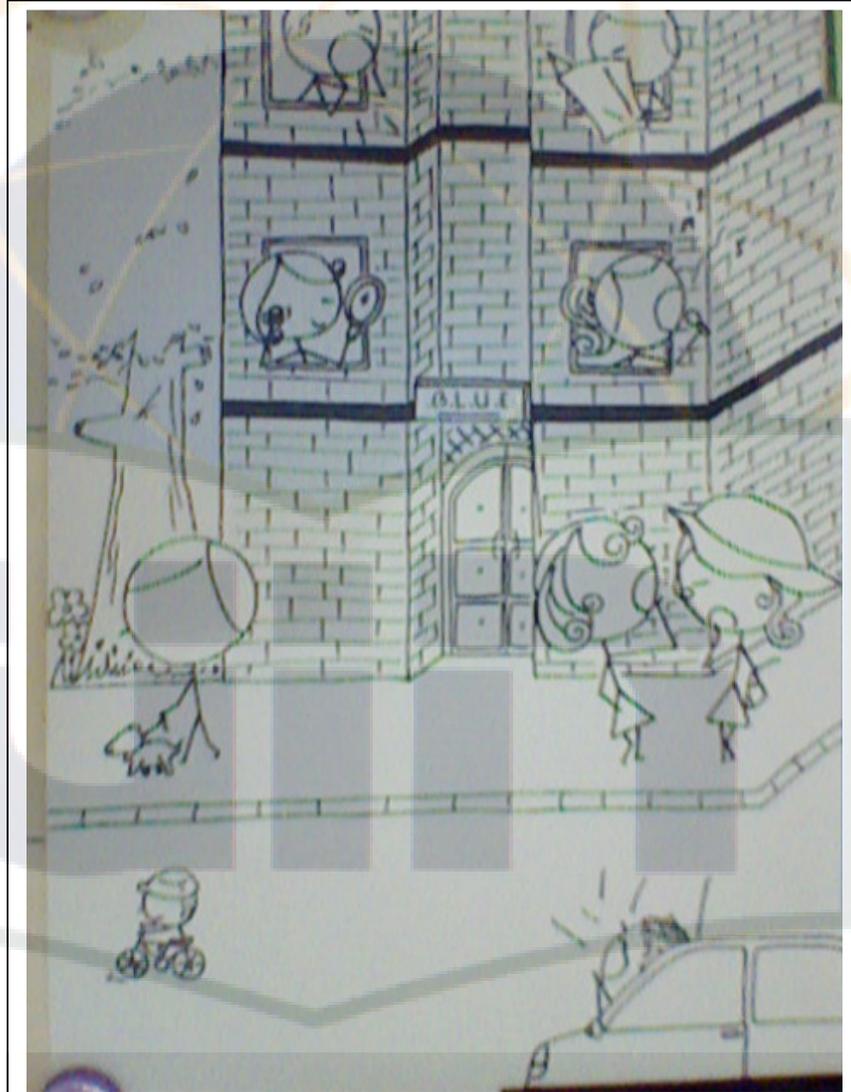
h. The writer asks the students to make a group of four.

i. The writer gives a name card of someone in the picture to each group.

j. Each group has to make three sentences as clues describing one person in the picture to other groups. The other groups have to guess which person it is and name the person.

3. Closure

In the closure section, the writer asks the students about the conclusion of the teaching learning activities they have already done. Then she asks the students to answer some question as the test of the day.

O. Application Program

1. Opening   : 10 minutes
2. Main activities   : 60 minutes
3. Closure   : 10 minutes
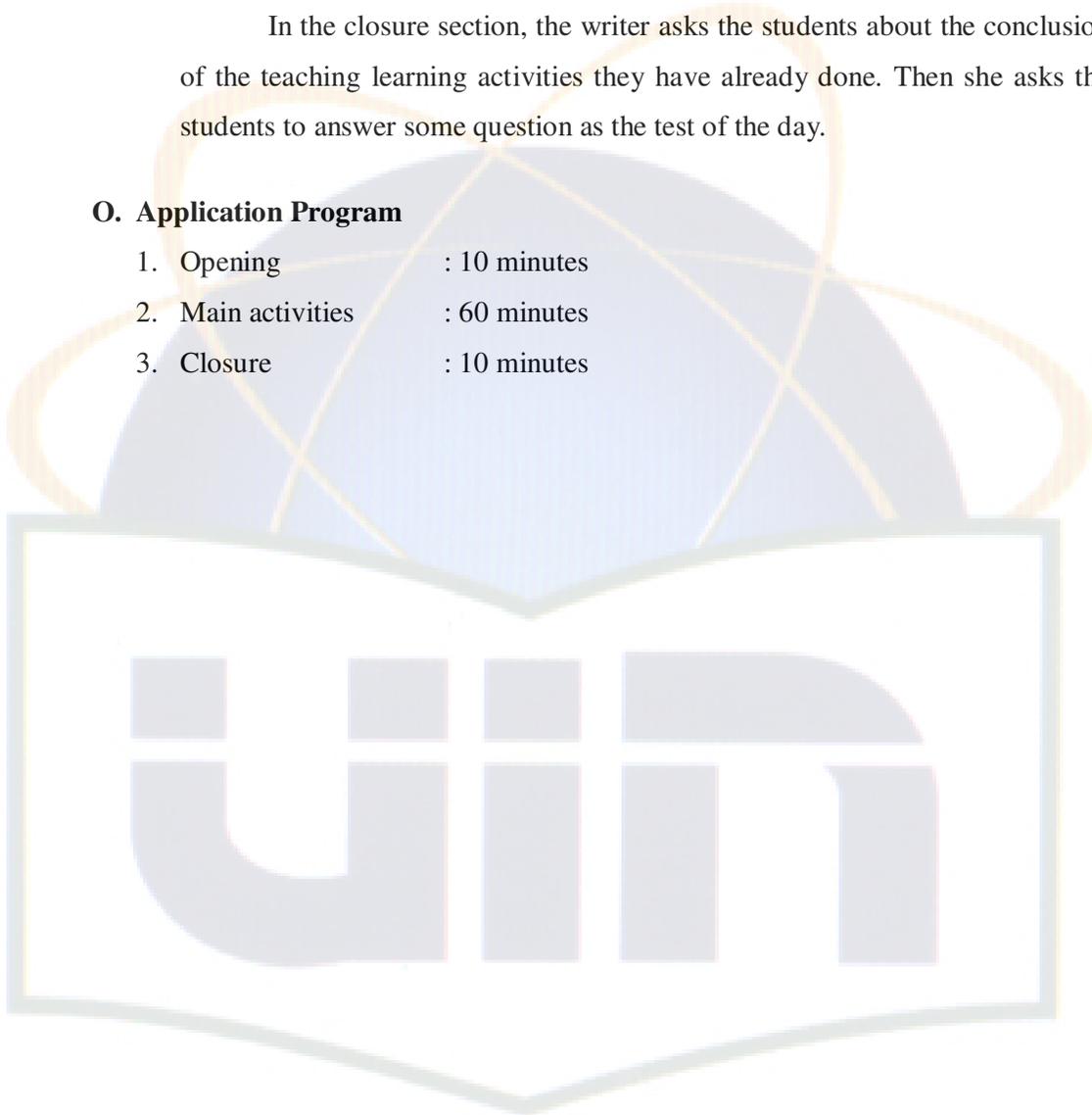
LESSON PLAN 4
(Experiment Class)

Subject	: English
Sub-subject	: Relative Pronouns
	who
Method	: Communicative Approach
	Games
Class	: VIII.$_1$
Time allocation	: 2 x 40'

P. General Instructional Objective

The general instructional objective of the teaching Relative Pronouns is that students can understand the use of *who*, as one of Relative Pronouns that is taught by the writer in the fourth meeting.

Q. Specific Instructional Objectives

The specific instructional objectives of the teaching Relative Pronouns are as follows:

1. The students can answer some contextual questions that use *who* in the sentences.
2. The students can involve in the game actively.
3. The students can use the relative pronoun *who* both written and spoken.
4. The students can describe the picture using relative pronoun *who* correctly.
5. The students can describe the occupations on the cards orally.
6. The students can make a conclusion about how and when to use *who* as the Relative Pronoun.

R. Materials

1. Black marker
2. Blue marker
3. Occupation cards

S. Teaching Procedure

1. Opening
   a. Greeting
   b. Checking the attendance report
   c. Motivating the students by making a story in group. The rules are as follows;
      - The writer divides the class becomes four big groups according the rows.
      - She puts a paper on the wall in front of each group.
      - Each student in a group has one minute to write a sentence on the paper.
      - Another student in the group has to continue the story without knowing what his /her friend has written on the paper.
      - After finishing it, the story has to be read by the group in front of the classroom.

2. Main activities
   a. The students are asked to mention the kind of occupations as many as possible.
   b. The writer asks the students to describe some occupations that have been mentioned.
   c. The writer writes some descriptions on the whiteboard. The word "who" is written with the blue marker to make a difference and to be looked by the students.
   d. The writer plays a "Guessing game: Who is it?" of the occupation. She makes some clues to the students. They have to guess who it is.
      - He is someone who wears white uniform.
      - He is someone who examines the patients.
      - He is works in a hospital.
      - Who is it?

- Etc.

e. The students are divided into groups of four to play the "Guessing game: Who is it?". The rules are as follows;
  - The writer gives three occupation cards to each group.
  - She asks the students to make three sentences as clue describing one occupation.
  - Each group has to say aloud the clues in front of the class.
  - The other groups have to guess who it is.
  - The point is 100 for one correct answer.

f. The writer continues the game by giving some clues to each group. They have to draw a picture according to the clues. The right drawing gets 100 point.

3. Closure

In the closure section, the writer asks the students about the conclusion of the teaching learning activities they have already done. Then she asks the students to answer some question as the test of the day.

T. Application Program

1. Opening   : 10 minutes
2. Main activities   : 60 minutes
3. Closure   : 10 minutes

LESSON PLAN 5
(Experiment Class)

Subject   : English
Sub-subject   : Relative Pronouns
                        whose
Method   : Communicative Approach
                        Games
Class   : VIII.$_1$
Time allocation : 2 x 40'

U. General Instructional Objective

The general instructional objective of the teaching Relative Pronouns is that students can understand the use of *who,* as one of Relative Pronouns that is taught by the writer in the fifth meeting.

V. Specific Instructional Objectives

The specific instructional objectives of the teaching Relative Pronouns are as follows:

1. The students can answer some contextual questions that use *whose* in the sentences.
2. The students can involve in the game actively.
3. The students can use the relative pronoun *whose* both written and spoken.
4. The students can make a conclusion about how and when to use *whose* as the Relative Pronoun.

W. Materials

1. Black marker
2. Blue marker

X. Teaching Procedure

1. Opening
   a. Greeting
   b. Checking the attendance report
   c. Motivating the students by singing a song and imaging the word.

   The song is made of word COCONUT. The students have to make the letters of the word using their hands.

2. Main activities
   a. The writer asks a student to stand in front the classroom.
   b. The writer makes some sentences to describe the student using relative pronoun "whose". The sentences can be as follows;
      - She is the one whose earrings are nice.
      - She is the one whose bag is very big.
      - She is the one whose shoes are black.
      - She is the one whose hair is long.
      - She is the one whose eyes are brown.
      - Etc.
   c. The writer lets the students to think themselves what the function of relative pronoun "whose".
   d. The writer plays the game "Find someone whose………" for all the students. She plays it contextually. For the examples:
      - Find someone whose bag is blue!
      - Find someone whose sits shoes are brown!
      - Find someone whose house is in Tanah Seratus!
      - Etc.
   e. The writer asks the students to find friends who have same things as theirs. She still uses the game "Find someone whose……" with some variations. For the examples:
      - Find two other friends whose hobbies are same as yours!
      - Find three other friends whose addresses are same as yours!
      - Etc.

f. The students play the game in group of four or six. This is a competition game. The rules are as follows:

- They have to know about the members in their own groups and write the information on a piece of paper.
- Then each group has to send one member as a representative to another group to gain information about the members as much as possible.
- They have 5 minutes to do that.
- After they get the information, they are asked to come in front the classroom. Their own group will ask them about the group in where they are asked to get the information.
- They have 5 minutes to answer the questions. The number of questions is not mentioned, so they can make as many questions as possible.
- If the answer is right they will get score 100 point.

3. Closure

In the closure section, the writer asks the students about the conclusion of the teaching learning activities they have already done. Then she asks the students to answer some question as the test of the day.

Y. Application Program
1. Opening   : 10 minutes
2. Main activities   : 60 minutes
3. Closure   : 10 minutes

LESSON PLAN 6
(Experiment Class)

Subject	: English
Sub-subject	: Relative Pronouns *whose*
Method	: Communicative Approach *Games*
Class	: VIII.$_1$
Time allocation	: 2 x 40'

Z. General Instructional Objective

The general instructional objective of the teaching Relative Pronouns is that students can understand the use of *whose,* as one of Relative Pronouns that is taught by the writer in the sixth meeting.

AA. Specific Instructional Objectives

The specific instructional objectives of the teaching Relative Pronouns are as follows:

1. The students can answer some contextual questions that use *whose* in the sentences.
2. The students can involve in the game actively.
3. The students can use the relative pronoun *whose* both written and spoken.
4. The students can make a conclusion about how and when to use *whose* as the Relative Pronoun.

## BB. Materials

1. Black marker
2. Blue marker
3. Picture

CC.   Teaching Procedure

1. Opening

   a. Greeting

   b. Checking the attendance report

   c. Motivating the students by giving a warm-up game. It is called clapping hands game. The rule is as follows;

      - The writer will ask the students to clap their hands after she orders them to.

      - The students have to clap their hands as many as the writer asks.

2. Main activities

   a. The writer makes some questions using relative pronoun *whose* to know how many students who have similar things, like hobbies, idol, etc.

   b. The writer makes some groups according to the similarities among the students.

   c. The writer puts a big picture on the whiteboard and asks the students to look at it.
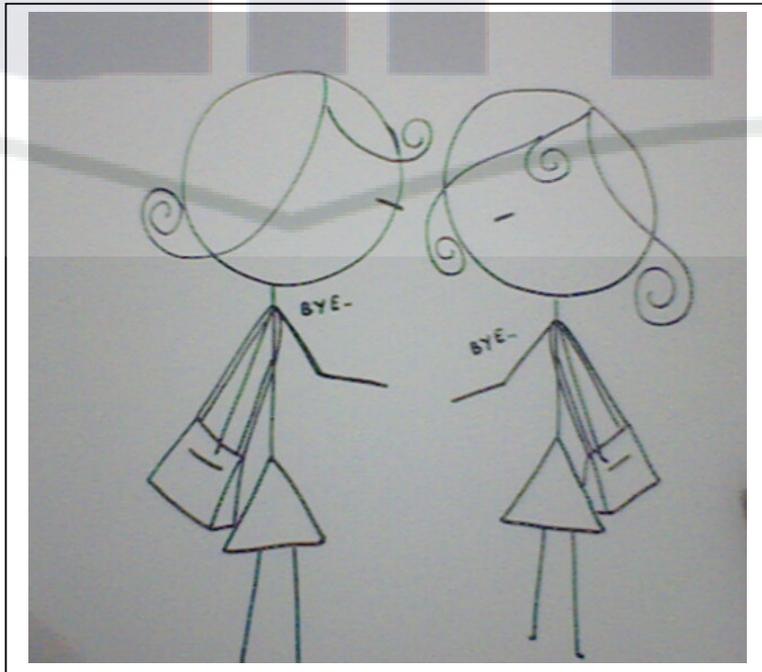
d. The writer asks how many persons there are in the picture.

e. The writer asks what the differences between two girls on the picture. Then she asks each group to make two sentences about the differences between the girls on the picture.

f. The next game is called "Who is it?" The rules are as follows:

- The writer gives each group three actress' names.

- They have to describe them using the relative pronoun *whose*.

- Each group has to describe the clues in front of the classroom to the other groups.

- If there is a group who can guess the description correctly, it can get 100 score.

- If there is no groups who can guess who it is, the group in front of the class can get 100 score.

3. Closure

In the closure section, the writer asks the students what is the conclusion of the teaching learning activities they have already done. Then she asks the students to answer some question as the test of the day.

DD. Application Program

1. Opening   : 10 minutes

2. Main activities   : 60 minutes

3. Closure   : 10 minutes

LESSON PLAN 7
(Experiment Class)

Subject   : English
Sub-subject   : Relative Pronouns
                       whose
Method   : Communicative Approach
                       Games
Class   : VIII.$_1$
Time allocation   : 2 x 40'

EE.   General Instructional Objective

The general instructional objective of the teaching Relative Pronouns is that students can understand the use of *whose,* as one of Relative Pronouns that is taught by the writer in the sixth meeting.

FF. Specific Instructional Objectives

The specific instructional objectives of the teaching Relative Pronouns are as follows:

1. The students can answer some contextual questions that use *whose* in the sentences.
2. The students can involve in the game actively.
3. The students can use the relative pronoun *whose* both written and spoken.
4. The students can make a conclusion about how and when to use *whose* as the Relative Pronoun.

GG.   Materials

1. Black marker
2. Blue marker
3. Occupation cards

HH.   Teaching Procedure

1. Opening
   a. Greeting
   b. Checking the attendance report
   c. Motivating the students by giving a warm-up game. It is called crazy writing. The rule is as follows;
      - The writer gives a piece paper to each row. Therefore, there are four groups.

- The student who sits in the first chair has to make a sentence.
- Then all students in the same row have to continue the writing on the paper.
- Each student has ten second to make the sentence.
- They are not allowed to tell what they have written to the other friends.
- The writer will read the story of each group.

2. Main activities
   a. The writer makes some questions using relative pronoun *whose* to know how many students who have similar things, like hobbies, idol, etc.
   b. The writer makes four groups according to the rows.
   c. The writer makes a big square on the whiteboard like this.
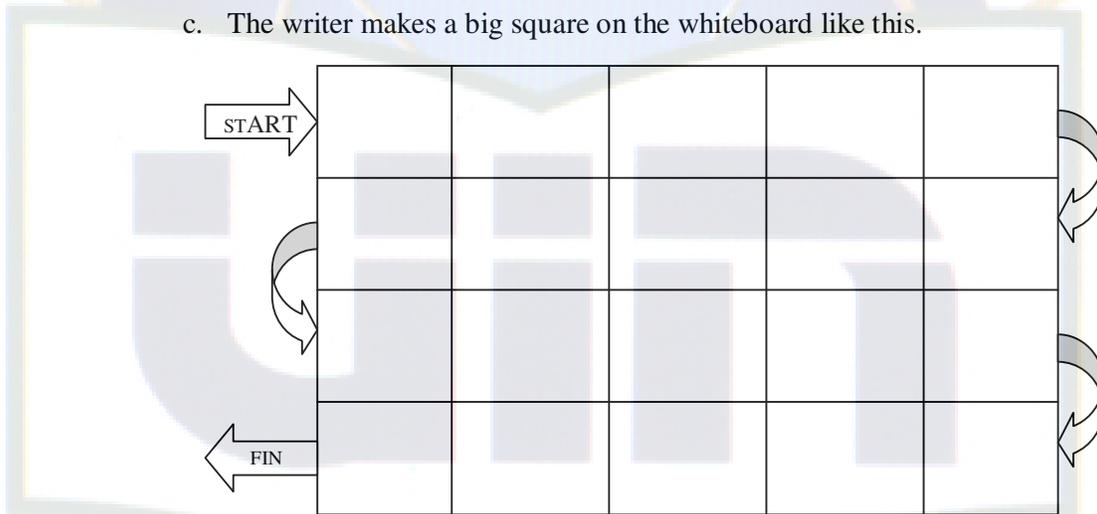
   d. The writer makes some rules in doing this kind of game. They are:
   - First, she uses some symbols to sign each group. They are:

   $\mathbb{C}$ = A, $\stackrel{\wedge}{\nwarrow}$ = B, $\heartsuit$ = C, $\oplus$ = D

   - Each group is given a chance to guess three clues in the occupation cards, what kind of job it is.
   - If they can answer it correctly, they can go forward 3 steps. But if they can't answer it, they have to go backward 1 step.

- The other groups are allowed to guess the clues if the group can't answer it. And they can go forward 1 step.
- Each group has 5 seconds to guess the clues.

3. Closure

In the closure section, the writer asks the students what is the conclusion of the teaching learning activities they have already done. Then she asks the students to answer some question as the test of the day.

II. Application Program

1. Opening   : 10 minutes
2. Main activities   : 60 minutes
3. Closure   : 10 minutes

LESSON PLAN 8
(Experiment Class)

Subject   : English
Sub-subject   : Relative Pronouns
                                who and whose
Method   : Communicative Approach
                                Games
Class   : VIII.$_1$
Time allocation   : 2 x 40'

JJ. General Instructional Objective

The general instructional objective of the teaching Relative Pronouns is that students can understand the use of *who and whose,* as ones of Relative Pronouns that are taught by the writer in the eighth meeting.

KK. Specific Instructional Objectives

The specific instructional objectives of the teaching Relative Pronouns are as follows:

1. The students can involve in the games actively.
2. The students can use the relative pronoun *who and whose* both written and spoken.

LL. Materials

1. Black marker
2. Occupation cards
3. Name cards
4. Picture

MM. Teaching Procedure

1. Opening
   a. Greeting
   b. Checking the attendance report
   c. Motivating the students by connecting words game.
      The rule is as follows;
      - The writer will say a word in English.

- The student has to find a word that connects to the word before.
- The next student does the same thing.
- It is not allowed to restate the same words.

2. Main activities
   a. The students are grouped by random. The writer gives a colored card to each student. They have to find the others who have the same color as them.
   b. The students play combination games. This belongs to a competition game. The games are divided into four games, they are:
      - Guessing game: Who is it?
      - Make up a sentence
      - Performing the job
      - Picture description: give it name!
   c. The rules in the first game –Guessing game: Who is it?– are as follows:
      - The writer gives some clues of persons who do jobs.
      - She ends the clues and asks "Who is it?"
      - The group who can guess it correctly will get 50 point.
      - It is a fight over stage, so the faster is the winner.
   d. The rules in the second game –Guessing game: Who is it?– are as follows:
      - The writer gives three occupation cards to each group.
      - They have to describe each occupation to other groups orally.
      - The group that can guess it correctly will get 100 point, but if it is a wrong guessing, the group will get -20 point.
   e. The rules in the third game –Make up a sentence– are as follows:
      - The writer gives piece of words that have to be put together to make a right sentence.
      - The students have to do it in a limit time.
      - The group who can make it correctly will get 100 point..
   f. The rules in the fourth game –Performing the job– are as follows:
      - The writer gives an occupation card to a member of each group.

- He or she has to perform the job without sound anything.
- His or her group has to guess it in a limit time
- If the time is over and the group cannot guess it, another group may try to guess it.
- The group who can guess it correctly will get 100 point.

g. The rules in the last game –Picture description: Give it name!– are as follows:

- The writer will put a big picture on whiteboard.

- She also has eight name cards in a box.
- She will give a description of someone in the picture.
- The student who knows which person is in the picture has to rise up his hand and come in front to give it name.
- His or her group will get 100 point if he or she can put the right name, but the group will get -20 point if it is the wrong name.

3. Closure

In the closure section, the writer asks the students about the conclusion of the teaching learning activities they have already done. Then she asks the students to answer some question as the test of the day.

NN. **Application Program**
1. Opening   : 10 minutes
2. Main activities   : 60 minutes
3. Closure   : 10 minutes